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ABSTRACT

The Appalachian Adult Education Center (AAEC) conducted a study of the services of two institutions, public libraries and public schools, serving disadvantaged adults in cooperation. The study was conducted at four AAEC centers in Alabama, South Carolina, Kentucky, and West Virginia. The problems explored included information needs of disadvantaged adults, and the organization personnel, programs, and materials in the two institutions. Methodology and recommendations were given for selecting sites and staffs, initiating coordination, developing model center guidelines and plans, choosing target groups, training staffs, monitoring demonstrations, and other aspects of the projects. The influence of the study on adult education and libraries, its failures, and its dissemination were evaluated. Activities of each of the four project sites in recruitment, materials, teachers, librarians, library cards, displays, student orientation to the library, delivery, community referral, possible continuation, and local contributions are summarized in chart form. (Author/PF)

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INTERRELATING LIBRARY and BASIC EDUCATION SERVICES for DISADVANTAGED ADULTS:

A Demonstration of Four Alternative Working Models

IR 001 369

ANNUAL REPORT 1973

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Project No. 2-0810
Grant No. OEG-0-72-2523

George W. Eyster, Executive Director

Appalachian Adult Education Center
Bureau of Research and Development
Morehead State University
UPO Box 1353
Morehead, Kentucky 40351

The Interrelating of Library and Basic Education Services for Disadvantaged Adults: A Demonstration of Four Alternative Working Models

Volume I

June, 1973

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Title: The Interrelating of Library and Basic Education Services for Disadvantaged Adults: A Demonstration of Four Alternative Working Models. Volume I

Project Director: George W. Eyster

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Chief Investigator: Ann P. Hayes

Institution Name: Appalachian Adult Education Center
Morehead (Kentucky) State University

Volume I presents background, methodology and recommendations, summary of activities, and evaluation of four projects demonstrating the interrelating of public library with public school services for disadvantaged adults. Background includes (1) problems to be explored (information needs of disadvantaged adults, organization, personnel, programs, and materials in the two institutions) and (2) a review of the state of the art in both institutions (services to disadvantaged adults, need for and attempts at coordination, materials, and administrative structures). Methodology and recommendations are given for selecting sites and staffs, institutions initiating coordination, development of model center guidelines and plans, target groups, training for staffs, monitoring of demonstrations, recommendations from the advisory board, consultants, exemplary sites, job descriptions, publicity, communication between staffs, problem-solving, involvement of community agencies and university graduate departments. Also, developing special materials collections for adult new readers: defining information needs, assessing collections, identifying gaps, selecting, acquiring, and processing materials. Activities of each of the four projects are summarized by state for recruitment, materials, ABE teachers, librarians, library cards, displays, student orientation to the library, delivery, community referral, ABE in library, continuation, and inkind contributions. The influence of the study on adult education and libraries, its failures, dissemination, and evaluation are discussed.

ANNUAL REPORT

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Volume I

George W. Eyster, Executive Director

Appalachian Adult Education Center
Bureau of Research and Development
Morehead State University
Morehead, Kentucky

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education

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(Higher Education Act, Title II b, Library Demonstration)

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GLOSSARY

ABE: adult basic education. Instruction in academic and coping skills to the level of high school equivalency for adults, 16 years old or older and out of school

AEA: Adult Education Association of the U.S.A., national organization for adult educators

ALA: American Library Association, national organization of librarians

AAEC: Appalachian Adult Education Center

BAVTE: Bureau of Adult Vocational and Technical Education of the U.S. Office of Education

BLLR: Bureau of Libraries and Learning Resources—Bureau within USOE which is directly concerned with HEA Title 11b demonstration and training

Coping Skills: the abilities to (1) recognize an everyday survival problem as an information need; (2) locate information in the problem area; (3) process that information; and (4) apply the information to help solve the problem

Delivery System: Where and by whom the program is delivered

DLP: Division of Library Programs (formerly BLLR)

ESEA, *Title III, Adult Education Act:* section of the Elementary and Secondary Education Act of 1966 funding adult basic education programs and special projects for research and demonstration in ABE

GED: General Educational Development, the qualifying test for the high school equivalency diploma

HEA *Title 11 b, Demonstration and Training:* section of the Higher Education Act of 1964 funding demonstration and training projects for public library services

LSCA: Library Services and Construction Act, legislation passed in 1966 funding services and construction in both urban and rural public libraries

NAPCAE: National Association for Public Continuing and Adult Education

UNESCO: United Nations Educational, Scientific, and Cultural Organization

USOE: United States Office of Education

INTRODUCTION

This report covers the first year of a study of the services of two institutions serving disadvantaged adults in cooperation. The two institutions are public libraries and public schools. The study is being conducted by the Appalachian Adult Education Center (AAEC). It has been funded by the USOE Bureau of Libraries and Learning Resources. This report is divided into two volumes. The first volume reports the background and methodology of the demonstration. The second volume considers the theoretical underpinnings of the coordination of these institutions.

OVERVIEW

The Appalachian Adult Education Center at Morehead State University, in Morehead, Kentucky, has been engaged full-time for the past seven years in the exploration of educational services for disadvantaged adults. The AAEC is known for its demonstration and research—designed to create and test new knowledge—and for its training and change agent work—designed to disseminate new knowledge to encourage the adoption of innovation. In 1972, the Center was cited by UNESCO. In competition with 195 other nations, the Center as the U.S. entry was one of eight programs receiving honorable mention for "meritorious work in literacy." In a recent national study by Teachers College, Columbia University, the AAEC was found to have a very high impact on practices in adult basic education nationally when it was compared with all of the demonstration projects funded since 1967 under the Adult Education Act.[1] A longitudinal study by the USOE Office of Planning, Management, and Budget of adult basic education funded under the Adult Education Act found the AAEC to be one of the leaders for change in adult basic education.[2]

Based upon the 104 demonstrations that have prompted this attention, the AAEC has developed a stance concerning the purpose and conduct of demonstration projects. Its first position is that the purpose of the expenditure of federal tax dollars on demonstration projects in the public service areas is to point the way for large-scale improvement within public service fields. Hopefully, demonstration projects act as microcosms of their fields. For them to do so, their settings cannot be so unique nor their techniques so expensive that they cannot be replicated elsewhere. Problems encountered—whether resolved or unresolved—should allow for study for guidance in implementing programs in other settings. This kind of study is sometimes referred to as *policy research.*

The AAEC takes a second position that a demonstration of a public service which does not develop into an ongoing service in its location is both a poor demonstration and a poor investment of tax dollars. Since the successfully demonstrated services raise the expectations of its community, its closure at the end of the fiscal year amounts to an unkept promise to that community. Part of the demonstration is incomplete if the service does not continue on its own merits, since an important part of any demonstration, the knotty problems of institutionalization, have not been carefully enough explored and resolved. As a consequence, the demonstration money has been spent for a short-term service for a relatively small group of people. The service probably will not be able to be replaced successfully elsewhere without tested methods of institutionalization. This is not to say that all of the AAEC's 104 experimental programs have been ongoing past the demonstration period, but this is the ideal towards which the Center works. As a consequence, over eighty percent of its demonstration projects do continue after AAEC support ceases.

The AAEC holds a third position: that the generation of knowledge is a useless exercise unless it is disseminated. The change agent aspects of the AAEC's work include dissemination at the awareness, interest, and trial stages through print, nonprint, and personal contact. Many of the AAEC projects have been replicated as the result of this dissemination design both in the projects' states of origin and in other states across the Appalachian region and the nation.[3]

As the AAEC designs demonstrations of the education of disadvantaged adults, it takes into account that a surprisingly large portion of the American adult population is disadvantaged. Twenty-five million people in this country live in families with incomes below the poverty index. Fifty-seven million adults have not completed high school. Obviously, some adults are more disadvantaged than others. A myriad of demonstration projects have shown that many kinds of educational and/or social intervention can alleviate or eradicate almost any level of disadvantagement on a small scale. The question is, what prevents these kinds of intervention from working on a large scale? What makes intervention so difficult that it hasn't occurred naturally in this country?

In this demonstration the AAEC considers one kind of intervention—increasing the access to information of three groups:

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Figure 1

User Groups and the Nature of Information

User	Information Areas
1. Disadvantaged adults enrolled in adult basic education (ABE)	1. Coping skills information for everyday problem solving
2. ABE teachers	2. Coping skills information for teaching and counseling
3. Library staff members	3. Information about disadvantaged adults and their needs

Obviously, for disadvantaged adults there are two levels to access to reliable information:

(1) appropriate information (down-to-earth and easily read) which can be provided by the library; and

(2) ability to process the information (reading and understanding) which can be provided by the school. Ability to process information also has two levels:

(a) development of critical reading skills, and

(b) ability to apply those skills to everyday problem solving as well as to the content of our culture.

It could be argued that no change in an individual's life can result from the development of reading skills if this second ability is not developed.

The AAEC currently breaks the education of disadvantaged adults into the following twelve components for study:

Adult Learner

Recruitment

Client as a Participant in Planning and Management

Retention

Manpower Development

Administration—Place and Mode of Operation

Service—Methods, Materials, Diagnosis

Continual Counseling

Placement

Follow-Up

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Business and Industry

Interagency Cooperation

The problems and needs of human beings, most particularly of the disadvantaged, are too complex to be met adequately by any one public or private agency or institution. This demonstration project studies Interagency Cooperation, although an attempt has been made at each site to speak to all of the components in keeping with the AAEC philosophy of demonstrating good practice.

The microcosms of intervention through public services in the cycle of disadvantagement considered in this report are the four 1972-73 AAEC model centers in Alabama, Kentucky, South Carolina, and West Virginia. Specifically, they were attempts at increasing the access to information of those adults who were enrolled in ABE through the combination of services of public libraries and public schools.

The AAEC model centers are microcosms of intervention, indeed, since ABE students make up only about five percent of the disadvantaged adults in these service areas. However, ABE learners are a reasonably accessible, and hopefully representative, group of disadvantaged adults from whom we can learn. Disadvantaged adults are often difficult to approach since they may not congregate often. Those who do collect at the adult basic education program have family, neighbors, and friends to whom they transmit information by word-of-mouth. It seemed to the AAEC, therefore, that ABE classes might be useful places for public libraries to offer services.

The details concerning the four 1972-73 model centers are outlined in figure 2.

Figure 2

Library/ABE
1972-73 AAEC Model Centers

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Sites	Design	Project Director	Local Head Librarian	Local Directors of Adult Basic Education	State Librarian	State Directors of Adult Education
Birmingham, Alabama (Jefferson County)	Urban Library to ABE	Ann Gwin	Richardena Ramsay	Murray Gregg Ross McQueen W.C. Matherson	Elizabeth Beamguard	Norman Parker
Columbia, South Carolina (Richland County)	Urban ABE to Library	Eunice McMillian	Anna King	Frank Bagwell Earle Hayes Edward Taylor	Estellene Walker	J. Kenneth East
Prestonsburg, Kentucky (Floyd County)	Rural ABE to Library	Roland Jones	Homer Lee Hall	Harlan Stubbs	Margaret Willis	Ted Cook
Huntington, West Virginia (Cabell, Wayne, Putnam Counties)	Rural Library to ABE	Phyllis MacVicar	James Nelson	Richard Malcolm Marshall Kirtley	Frederic Glazer	Lowell Knight

PROBLEM

The following are some of the problems the AAEC has isolated in the delivery of education to disadvantaged adults.

Both adult basic education and the public library can be institutions for continuing education. They share one important—and mostly unserved—target group: the 57 million adults in the United States with less than a high school education. For somewhat the same reasons, the education of those adults is of mutual concern to both institutions.

Undereducated adults have a need for the free, reliable information source that libraries represent, for solving problems and for solidifying the skills learned in ABE. Having grown to adulthood as poor or non-readers, disadvantaged adults generally do not recognize their problems as information needs, actively seek information, use formal or print sources of information, nor apply new knowledge to personal problems. The development of those skills—the AAEC terms them *coping skills*—requires more reinforcement than either ABE or the public library can provide alone.

Based upon the position that personal independence for the presently deprived population is the long-term goal of educational offerings to the disadvantaged, the AAEC hopes to test the assumption that coordination of basic education and library services could contribute more toward personal independence in obtaining and using necessary social, personal, and economic information than either service could furnish in isolation.

Little coordination of services has occurred naturally. The lack has resulted in the two agencies' duplicating some services (to the disadvantage of the taxpayer) and neglecting others (to the disadvantage of the client). The AAEC demonstrations were designed to tackle four major problem areas: organization, personnel, programs, and materials. Volume II outlines the foundation of studies of the adult learner and his needs upon which these demonstrations rest.

Organization

Coordinating institutional services requires a working knowledge of the organization of each agency: its funding sources, its lines of authority, its constraints. The structure of adult basic education differs from the structure of public libraries, on the local, state, and regional levels.

Considering the differences between the two institutions, a basic question to be answered is: Which institution can more effectively initiate the coordination of services? The library, which is more firmly established in the community? Or ABE, which already specializes in services to undereducated adults?

Personnel

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Questions to be answered about personnel in the coordination process centered around three areas: (1) criteria for the selection of personnel in both institutions; (2) definitions of job responsibilities in both institutions; and (3) designs for training for services to disadvantaged adults.

Programs

Many programs which have demonstrated effective services to disadvantaged adults have vanished with the vanishing of special funds. An important problem for the library ABE projects was to devise methods of demonstrating systems for coordination which would lend themselves to continuation by the local agencies once the demonstration period ended. Questions are: What programs or services are seen by disadvantaged adults as most beneficial? by the cooperating institutions? by funding sources?

Materials

The demonstrations were designed to explore the following problem areas concerning materials for disadvantaged adults:

(1) the location and development of criteria for the selection of materials for disadvantaged adults;

(2) the identification of sources of appropriate materials for disadvantaged adults;

(3) the definition of general information needs of disadvantaged adults;

(4) the definition of the information needs of individual clients.

At proposal time the AAEC reviewed the literature concerning library programs and materials for the disadvantaged, attempts at library and ABE coordination, and the administrative structure of libraries. Recent literature has been added to the original review and bibliography in the following.

THE STATE OF THE ART

This review of the state of the art covers the following areas:

(1) library programs for disadvantaged adults

(2) basic education programs for disadvantaged adults

(3) the need for and attempts at coordination of public library and public school services for disadvantaged adults

(4) materials

(5) the relationship of administrative structures of libraries and adult basic education in terms of coordination.

Library Services to Disadvantaged Adults

The bibliography at the end of this volume contains just a few of the avalanche of materials available about library services for the disadvantaged, both from the viewpoint of what should be done and of what has been done. Some of the outstanding efforts which the AAEC has located have been at Enoch Pratt and Philadelphia Free Libraries and the Cleveland, Chicago, New Haven, Brooklyn, and Los Angeles County Public Libraries.

The range of library staff functions described extends from professional libraries and indigenous library aides in a central library building to Roberts' "librarian-hustler" on the streets, in homes, and in work and recreational areas.[4]

The bench-mark Hiatt-Drennan review of library services for the disadvantaged includes: personnel functions; evaluations; philosophies; funding; facilities; audiences; services to individuals, to groups, and to classes both in and out of the library; advisory work; community cooperation; and the provision of specialized materials.[5] The 1970-71 report of the Extension Division of the Lexington Public Library describes many creative practices in serving poor inner-city black and Appalachian white populations in that city.[6] The Copenhaver-Boelke bibliography consists of fifteen pages of books, articles, and reports on programs of library service to the disadvantaged.[7]

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Most of the available literature on library services for disadvantaged adults stresses urban areas and services for blacks. White rural adults make up about half of the disadvantaged adults in this country, and they are badly underrepresented in the literature on services. Also, much of the literature is too lacking in detail to allow for replication of innovative ideas.

Bundy's conclusion reacts to limited concepts of library services ". . . merely having information available for those who might want it is a totally inadequate concept for an institution centrally concerned with community-wide service."[8] Two other authors who discard the concept of the library as a big building containing a collection of books in favor of the definition of a library as an information-dispersal agency with strong guidance from the community are Roberts and Haro.[9] Eleanor Francis Brown's *Library Service to the Disadvantaged* is a comprehensive review of past, present, and feasible library services to the disadvantaged.[10] Childers conducted a rigorous cross-disciplinary literature search on the knowledge/information needs of the disadvantaged.[11]

An overview of the many reports of services to all age levels of adult disadvantaged persons shows that the poor wil take advantage of library programs which are flexible are non-traditional. Recent examples of such service include (1) coordination with consumer protection groups to provide information on consumer problems, rights, and alternatives;[12] (2) portable libraries (free packages of materials) for disadvantaged homes;[13] and (3) combining adult and juvenile collections.[14]

Library literature shows numerous examples of awareness of the need to serve disadvantaged adults. A University of Oklahoma workshop on librarians' abilities to understand and communicate with disadvantaged groups made the following recommendations: (1) abandon traditional approaches, (2) involve the community in policy-making, and (3) cooperate with other government agencies implementing programs for the disadvantaged.[15]

Examples of actual specialized service are less numerous. Lipsman writes that relatively few libraries have fully considered their services and role in serving the disadvantaged in relation to other community resources or to community needs.[16]

Basic Education Services to Disadvantaged Adults

The range of adult basic education services is also broad. The common two nights a week of adult basic education classes are supplemented in some areas, particularly urban ones, with learning centers open sixty to seventy hours a week, home instructors, and the academic portions of occupational training. Store fronts, churches, community centers, institutions such as prisons and hospitals, as well as public, technical, and community schools have housed ABE programs. Communities have been involved in the guidance of ABE programs. Staffs have been composed of both professionals and paraprofessionals. Methods have ranged from traditional whole-classroom teaching through individualized instruction utilizing much hardware to teaching by mass media. Content has ranged from (1) basic reading skills in isolation, (2) broad academic offerings or (3) a wide range of coping skills from specific life problems such as filling out forms or reading children's report cards to reading and computing materials related to one occupation.

While ABE services, like library services, cover a wide range from the traditional to the most innovative, most ABE programs, like most libraries, are still relatively limited in their offerings to undereducated adults. The longitudinal survey of ABE by the Systems Development Corporation found that the typical ABE class meets in a school building two evenings a week (only a very small percentage meet in libraries), has one part-time teacher, and has few job-related instructional materials or placement services.[17]

The AAEC study stresses the need for coping skills in addition to academic skills. R.F. Daly of IBM spoke of the need of disadvantaged adults for both coping skills and academic skills in terms of employment:

> The basic objective is to bring an individual up to an economic survival skills level. This is just an entry level . . . There is a complete neglect or an ignoring of further upward mobility skills . . . Unless you can retain these people on a long-term basis in constructive and productive employment for their needs and the employers' needs, then the job is not being done . . . There is a great deal of difference between recognizing the values of the work ethic *per se* and really being able to adjust to it and feel comfortable in it . . . What conflicts may be going on in the individual's mind? Why is

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> he having hang-ups in the adjustment process? How can we help him to help himself to alleviate these conflict feelings? . . . In practical reality, unless an individual has a high school equivalency, his chance for long-term advancements automatically has a lid on it.[18]

The President's Panel on Youth Education concluded:

> Cognitive development is only one factor contributing to the sense of identity and self esteem of an adult . . . [Also important are] . . . skills needed to get a job and earn a living; the ability to manage one's own affairs; consumer astuteness, including an appetite for cultural riches as well as material ones; the ability to engage in concentrated activity involving the whole of one's energies for an extended period of time; the ability to deal with persons of different age, race, and background; a sense of responsibility toward those who depend on you; and the ability to cooperate with others to achieve some collective goal.[19]

The five studies of the impact of social action programs reported by Photiadis and Schwarzweller stress the long-term hardships as well as benefits to the participants intrinsic in the designs and goals of many programs for the disadvantaged.

They question whether adult students commonly develop the necessary coping skills simultaneously with their academic and vocational skills development.[20]

Need for and Attempts at Coordination of Public Library and Public School Services to Disadvantaged Adults

Lipsman asked community representatives what services they felt their communities needed most, and found "a clear concensus . . . that direct instructional services at a very basic level, including reading skills and formal classroom achievement, constitute the major community need . . . The community resources available to meet this need, and to meet needs in other service areas such as information, are clearly not adequate."[21]

It is the assumption of the AAEC coordination efforts that a coordination of libraries and basic education services can effectively help the disadvantaged adult toward achieving the necessary academic-coping skills balance. The experience of the Appalachian Adult Education Center has been that interagency efforts are essential to antipoverty efforts.

Marie Davis of the Philadelphia Free Library says that, particularly with fiscal cutbacks, libraries need to make "financial arrangements on a cooperative basis with educational institutions [as well as with] redevelopment funds, model cities, labor departments and other federal sources." She also notes, as has the AAEC, that large scale intervention in poverty problems is difficult to accomplish.

> Unfortunately, independent special projects are often more easily funded than efforts to mobilize total institutional resources for massive impact. Moreover, special projects, often fragmentary, which are defined as demonstrations cannot prove their value in two or three years and are increasingly unlikely to be continued by local financing.[22]

Some efforts at coordination of public library and ABE services have been attempted. One example is the Dallas Public Library's "literacy librarian," appointed to work with agencies and organizations offering adult basic education. Dallas reported that their attempts to extend services to ABE programs met with limited success. They are seeking alternate methods of extending services.[23]

The Barss-Reitzel study found some evidence of cooperation between public library and ABE services, but usually only to the extent of provision of library space for class meetings. Brooklyn, Dallas, and Kansas City were areas cited as having coordination of services, as was rural Virginia.[24] Recent literature reveals other examples of limited cooperative services such as combined library service and literacy classes to jails;[25] community adult learning centers in libraries;[26] televised GED preparation classes in libraries;[27] and library materials and services to agencies, groups, and schools "which in turn serve their own clientele."[28]

The need for cooperative services—though seldom stated directly as a need for coordination of services between public libraries and adult education—is more obvious in library and adult education literature than

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are examples of real attempts at coordination. A study of MDTA basic education reports that most adult educators felt the need for materials in living skills, for example, but lacked the resources to furnish them.[29] And librarians concerned about disadvantaged adults express a need for help in the selection of high interest, low readability materials.[30]

The interweaving of library and ABE services has long been a need in upgrading disadvantaged adults. The chief investigator wrote in 1964,

> Two matters constantly distressed the observer in the adult education classrooms. One was the aesthetically uninteresting surroundings; the other was the lack of readily available reference and supplementary reading materials . . . One of the well-known failures of literacy education in the past has been in motivating the new literate to use and solidify his skills. Unless much, much opportunity is given the new literate to transfer his classroom skills to other situations, literacy education will continue to fail. Accessibility and availability of materials coupled with plentiful opportunities for practice are essential ingredients of a complete literacy program.[31]

Materials

A major contribution to the problem of materials selection for undereducated adults is Helen Lyman's work, *Library Materials in Service to the Adult New Reader*, which has defined for librarians materials needs of the adult new reader (reading at the eighth level or over), the problem of adult illiteracy, and adult education responses to the problem. Lyman has developed useful criteria for materials analysis in the MAC Checklist. She states, "No area presents more significant potential for library services than in this area of service to readers improving and expanding their skills and interests."[32] "Rapid progress is possible where there is help for those who are capable. Regression takes place when opportunities for extensive reading are not available."[33] She maintains

> . . . libraries have the professional skill and resources that should make it possible to: coordinate services with adult education agencies, provide advisory services both for students and teachers, search for material that fits class and individual needs, and support reading guidance services which assist the student to find materials for continuing reading and becoming an independent reader.[34]

Parker's cautions are also important in materials selection, however:

> Book selection for the culturally deprived will, of necessity, provide materials in three main areas: employment, education, and daily living. The materials should be fitted to the needs and capabilities of the deprived without being confining. Criteria for selection should be high, emphasizing quality in format, textual arrangement, and illustrations. The materials selected will have to be exceptionally effective to work at all . . . location of materials . . . will have to come from sources outside the ordinary jobber . . . in pamphlet form, obtained from commercial sources—or from community service organizations. There are more lists of books evaluated for use with the deprived than are generally recognized. . . . There are lists of magazines evaluated for reading difficulty.[35]

On the other hand, Roberts warns that too many hours have been burnt up on "lists" (bibliographies). He says the library should contain current information for survival, and that print and nonprint should have an equal claim to available dollars. He mourns that librarians are "print-dominated," and claims that, "One of the smallest windows on the world for the poor is print (although in the past it was the largest)." He says that librarians need specialized contacts such as auto mechanics, lawyers, doctors, real estate agents, and employment counselors, and that some of their best allies are the staffs of newspapers, magazines, radio and television stations, film-makers, theater and puppetry groups, musicians, story-tellers, ethnic groups such as the Black Panthers, and people who "traverse the community constantly" such as salesmen and postmen. He recommends that the local library be the seat of a community information system—a data bank containing local "hot" information.[36]

Many other writers have cautioned that materials acquisition to meet the needs of the disadvantaged is

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arduous and that nonprint must hold a higher place than has seemed necessary in materials selection for the middle class clientele which libraries have specialized in serving in the past. However, much general "coping skill" information is available today. The AAEC *Coping Skills Materials List* was developed (despite Roberts' warning) in response to the entreaties of librarians and ABE personnel alike for sources of coping skills information.

The Relationship of Administrative Structures of Libraries and Adult Basic Education in Terms of Coordination

While the administration at the state level of adult education for the disadvantaged is complex and diverse, the diversity in the administration of statewide library communities is overwhelming. The Nelson Associates study of state libraries in the early 1960's seemed to show that no two states had the same administrative structure. The report, prepared for the National Advisory Council on Libraries, recommended a comprehensive state library with some responsibility for all libraries in the state—public, nonpublic, legislative, school, academic and special, institutional (e.g., prisons, hospitals)—but concluded that no such creature existed at the time of the report.[37] The differences in state and local administration of services, sometimes remarkably unstructured, leads to unevenness in program offerings. The question asked in the conferences considering the 1963-66 evaluation of the New York State Public Library systems might be asked to some extent of local ABE administration: "... how far democracy can be carried in the operation of a program or service, before the welfare of the majority is jeopardized ... can society afford to let library service be as poor as the leadership in some communities would allow it to become?"[38]

One of the difficulties in the coordination of library and basic education services for disadvantaged adults is the lack of clear goals for service on the part of two agencies. The following two quotations are remarkably similar. S. Gilbert Prentiss said of the New York libraries.

> The study implies, at least, the common failure of library administrators and library trustees to define the goals of their libraries in the philosophical sense; not just the how-to-do-it goals of how many books and staff members are needed, but the more basic questions of what they expect the library to do *for* and *to* the community.[39]

William Griffith and Phyllis Cunningham said of adult basic education:

> It is precisely because of the diffuseness of purpose and the reluctance to specify the outcomes described that program evaluation and improvement have remained largely on the intuitive level. When educators are ready to disclaim any assertions that adult basic education is a multi-purpose panacea and when they become willing to espouse only those objectives which they can defend rationally and pursue systematically, then the entire adult basic education enterprise can be placed on a sound basis and the never ending process of improvement can proceed nationally.[40]

Three problems in the development of systems for the interrelating of public library and ABE services would seem to be,

(1) Bewildering differences in the administrative structures of the institutions offering the services between and within states;

(2) Uneven service within states; and

(3) A lack of clearly stated goals for the existing programs.

Another problem concerns the kinds of personnel available to accomplish such an interrelating of services. Evelyn Coskey points out that in some areas of Appalachia one person may be the library staff for an entire county.[41] Davis points out that financial cutbacks are likely to affect services to the disadvantaged as well as other services that are considered specialized—and that there are drawbacks in the use of paraprofessionals who come in "fired with zeal" but are inclined to meet with obstacles in the community which seem insurmountable to the inexperienced and to make mistakes (which she suggests should be written off).[42]

FOOTNOTES

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[9]See Roberts, 298, and Robert P. Haro, "Bicultural and Bilingual Americans: A Need for Understanding," *Library Trends* 20 (October, 1971), 268.

[10] Eleanor Francis Brown, *Library Service to the Disadvantaged* (Metuchen, N.J.: Scarecrow Press, Inc., 1971), 560 pp.

[11]Thomas Childers, *Knowledge/Information Needs of the Disadvantaged*, Final Report to the U.S. Office of Education, OEG-0-72-4688, October, 1973.

[12]"County Library Plugs Consumer Ed," *Library Journal* 97 (October 15, 1972) 3270.

[13]"Portable Reading Packets Reach Mississippi Disadvantaged," *Library Journal* 97 (May 15, 1972) 1854. The Alabama Public Library Commission has also been engaged in home study packets in concert with the State Department of Adult Education.

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[15]"Regional Workshop," *American Libraries* 3 (December, 1972) 1162-3.

[16]Claire K. Lipsman, *The Disadvantaged and Library Effectiveness* (Chicago: American Library Association, 1972), p. vii.

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[18]R.F. Daly in *Curricular-Instructional Materials and Related Media for the Disadvantaged Adult in the 1970's:* Cherry Hill Conference Proceedings, Strategy and Actions (Montclair, NJ: Montclair State College, February, 1970) 55-58.

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[32]Helen Huguenor Lyman, *Library Materials in Service to the Adult New Reader* (Chicago: American Library Association, 1973) 15.

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[34]Lyman, 437.

[35]Thomas F. Parker, "Book Selection for the Culturally Deprived," in Henry Drennan, ed. "War on Poverty," *Library Journal* 89 (September, 1964), 3260-3261.

[36]Roberts, 298-304.

[37]Nelson Associates, *American State Libraries and State Library Agencies: An Overview with Recommendations*, a report prepared for the National Commission on Libraries (New York: Nelson Associates, November, 1967) ERIC No. 022-486.

[38]New York State Education Department, Division of Library Development, Commentary on Emerging Systems: The 1963-66 Evaluation of the New York State Public Library Systems (Albany: New York State Education Department, 1967), p. 19. ERIC No. 022-520.

[39]S. Gilbert Prentiss, "The Findings of the Public Library System Study," p. 19.

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[40]William S. Griffith and Phyllis M. Cunningham, "The Improvement of Teacher Training in Adult Basic Education: A Projective Appraisal," in *Adult Basic Education: The State of the Art*, William S. Griffith and Ann P. Hayes, eds., Chicago: University of Chicago, Department of Education and U.S. Government Printing Office, 1970) 236.

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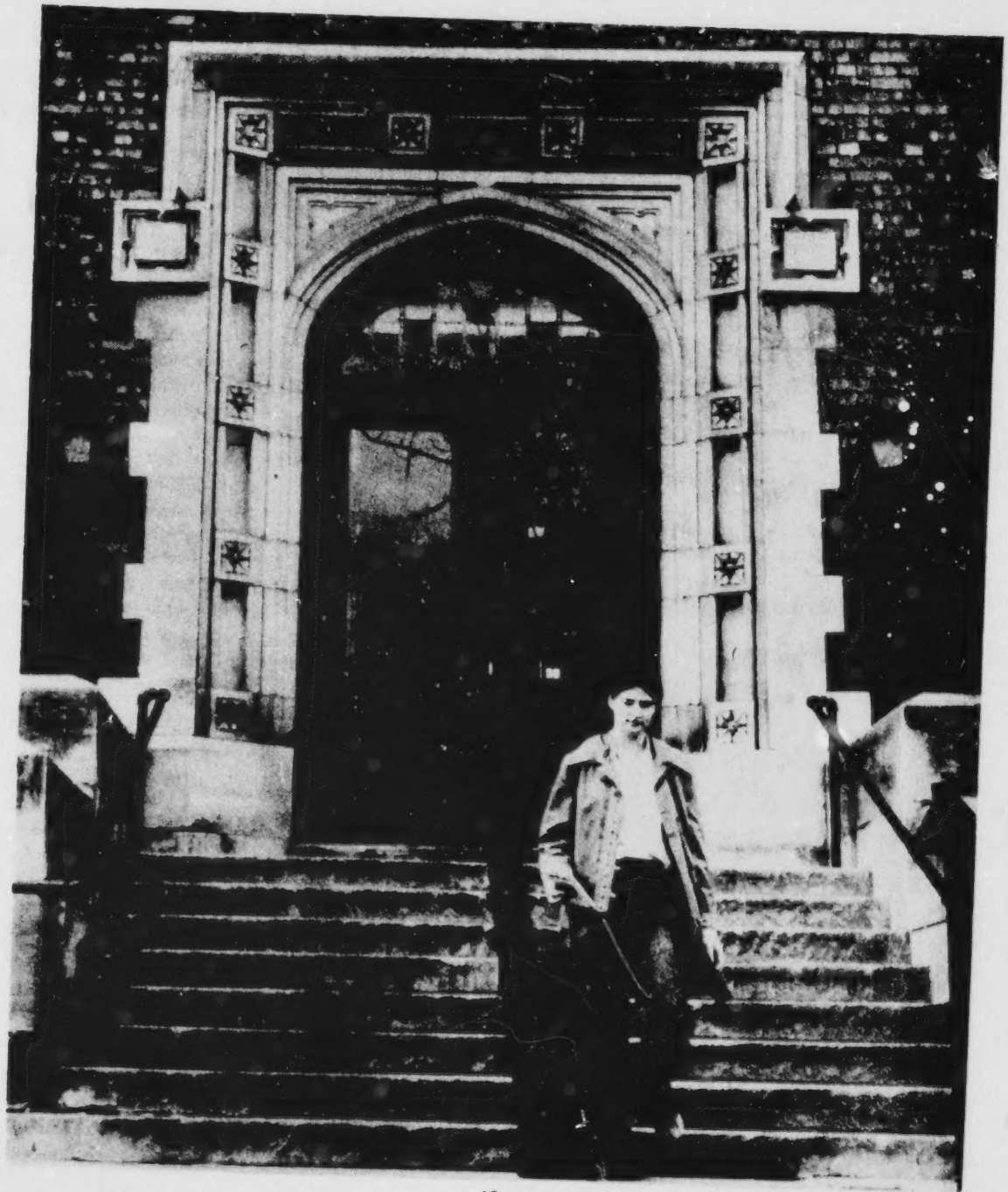

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OBJECTIVES

In response to the problems and the state of the art outlined above, the AAEC proposed the following objectives in 1972.

Overall Objective

To demonstrate the upgrading of both public library and adult basic education services for low-income undereducated adults by interrelating those services in four centers in a given geographic region (the Appalachian region) as a demonstration to national library and ABE decision-makers and staffs.

Specific Objectives

1. To define the contemporary relationship between library and basic education services to disadvantaged adults (Phase I).
2. To develop four alternative models for the interrelating of library and basic education services for disadvantaged adults in four geographically separate sites (Phase II).
3. To refine the four alternative working models (Phase III).
4. To demonstrate the four alternative working models at the four sites (Phase IV).
5. To replicate the four alternative working models in four new sites (Phase V).
6. To disseminate the four alternative working models (Phase V).

POSTPONEMENT OF ORIGINAL OBJECTIVES

Specific objectives 5 and 6 (or Phase V) were postponed because of: (1) late funding, and (2) low funding. Parts of Phase V were undertaken in FY 1973-74 and are to be reported in separate documents.

An explanation of the AAEC methodology and some of its findings follows as a series of questions and answers. The more generalized AAEC findings can be found in Volume II.

HOW WERE PROJECT SITES SELECTED?

The local sites of the Appalachian Adult Education Center projects are chosen by the responsible state officials. At the proposal stage for this project, the state librarian and the state director of adult education of a given state were (1) approached; (2) introduced to the problem under investigation; (3) asked for an expression of interest; and (4) asked to get together to settle upon a local site in their state. After funding, the two state decision-makers were again contacted and asked to make the initial contact with the local site if they had not already done so.

In general, the choice of states is somewhat arbitrary. The AAEC operates experimental programs only in the thirteen states from New York to Mississippi with Appalachian counties. Considerations employed in deciding which states to contact include: (1) A North-South spread; (2) a DHEW region spread; and (3) in which states the AAEC has had projects recently. In addition, the proposed design of this particular project demanded that all of the states contacted have reasonably strong ABE programs and public library services for the disadvantaged since the object was coordination rather than initiation of services to disadvantaged adults. Also, two of the states had to have large metropolitan areas to further the urban-rural design.

The reasons that the AAEC does not make decisions about the selection of local sites within states are two:

1. By involving state-level decision-makers from the onset, the AAEC finds there is more attention to and spread of innovation from the local project. State officials become sensitized to the problem under investigation early and are more interested in and open to its solutions.
2. It would be impudent of the AAEC as "outsiders" to make such decisions across state lines. The AAEC could not begin to be aware of all of the subtleties of all possible program sites in thirteen states. The prerogatives and experience of the state-level people are established from the onset, although, of course, their following involvement in the

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actual conduct of the local projects varies with their natures and the nature of their jobs.

The proposed AAEC design for this Library/ABE project stipulated that the local programs be region- or service area-wide, in contrast to a pilot project. The thinking behind this stipulation was that there had been many pilot projects of the interrelation of library and educational services to disadvantaged adults. The problems before the AAEC were (1) to determine if the techniques developed in these other pilot (neighborhood) programs would work at AAEC sites; (2) to determine why these techniques were not more widely applied across service areas; and (3) to devise methods of region-wide intervention.

There were problems with this design:

(1) The boundaries of the library and ABE service areas were not concurrent.

(2) The sheer size of the rural service areas was prohibitive in terms of available experimental dollars. As a result, the following adjustments were made to this design:

Alabama: Urban Library

The Birmingham Public Library serves all of the unincorporated areas of Jefferson County as well as the entire city of Birmingham. In the first year, the decision was made to work with all city library facilities and to offer library services in the Tarrant City area, although Tarrant City does have its own library.

There are separate city and county ABE systems. It was decided by the planning committee that services would be offered to select ABE sites within the city and to the large county full-time adult learning center at Tarrant City. This decision to somewhat limit the scope of the Alabama services was probably not wise. (See the Alabama Annual Report for full details.) ABE sites covered did include city and county jails.

Kentucky: Rural School District

The librarian for the Kentucky project was a regional librarian whose duties cover several counties. The ABE programs are county-wide. The original decision was to start with Floyd County, the site of the regional library, and to expand during the program year to three other counties. In theory this made good sense. In practice it was, regretfully, not feasible. The 399 square miles of poor roads in Floyd County proved to be all that existing monies could cover. Furthermore, ABE, with which to coordinate library services, was absent or weak in the other three counties. However, all eleven ABE sites within Floyd County were served—the farthest being fifty miles from the library.

South Carolina: Urban School District

The service area of the Richland County Public Library is the entire county. The county contains more than one school district. The decision was made to operate only in the service area of Richland County School District No. 1. All ABE sites within this service area were covered including two mental institutions.

West Virginia: Rural Library

The Western Counties Regional Library in Huntington covers four counties: Cabell, Wayne, Mingo, and Putnam. The first three counties are in one ABE service area, Putnam in another. Problems of distance and tenuous ABE programs prompted the decision that Mingo County would not be served in this project, only the rural areas of the other three counties. The service area exceeded a thousand square miles as it was. The fact that the regional library is in Huntington (the largest metropolitan area in West Virginia) while this project was designated as rural caused some problems. ABE programs within the city desired the same services as their country cousins, but neither funds, staff time, nor experimental design permitted. It is too bad that the fourth county could not be included, since it is the most acutely depressed economically of the four counties.

HOW WERE PROJECT DIRECTORS AND STAFF AT THE SITES SELECTED?

After the selection of and initial contact with the local decision-makers by the state librarian and the state director of adult education, the AAEC staff

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make at least one site visit to explain the proposed program in depth. Criteria for selection of personnel are outlined. The local sites have absolute control over the selection of personnel. The AAEC works with whomever is selected. To date the AAEC has been phenomenally lucky with this policy. All four project directors were strong and admirably suited to their tasks, although very different from each other in preparation and experience.

The two main selection criteria for the project directors were:

1. Advanced training in library science and/or adult education, preferably a Master's Degree.

2. Employment with the institution being funded. The second criterion was developed to ensure ongoing services in the institutions past the program year. Because of the latness in funding, these criteria had to be compromised. Such personnel simply did not exist in the program area at the time staff had to be hired.

The background of those hired is as follows:

Alabama

The project director is a certificated and experienced elementary school teacher with full-time experience at the public library that hired her. She had been head of Bookmobile 3—a project for disadvantaged children.

Kentucky

The project director was a certificated teacher who had been a school librarian for several years and a public library bookmobile driver for eleven years, as well as an ABE teacher. He was hired by the school board.

South Carolina

The project director had been the principal of the educational unit of the women's state prison. She had no library experience. She is black, as are a large portion of the ABE enrollees in Columbia. She was hired by the school board.

West Virginia

The project director was a full-time employee of the library which hired her. She has moonlighted as an ABE teacher also.

The original guidelines also stipulated six part-time staff members, three with a library background, three with an ABE background. This design proved to be dysfunctional. Some sites needed fewer people full-time. All sites had trouble with the ABE-library dichotomy. ABE staff tended to think they should be teaching. Librarians thought they should be working with materials. In breaking new ground, inventing services and procedures for a new clientele, traditional methods may be useless or worse still, downright damaging. Project personnel found they had to be flexible enough to be Jacks-of-all-trades. All found they had to turn to and help with the selection, ordering, and care of materials and then with the very considerable personal contact with ABE students, their teachers, and librarians. However, the combined backgrounds seem to be important to such an undertaking.

Recommendation

Probably more realistic criteria for selection of personnel to be hired by either public libraries or school boards interested in effecting interagency cooperation between services for the disadvantaged would be:

1. experience working with the disadvantaged

2. experience with or access to a ready and current supply of information concerning ABE

3. experience with public libraries

Since public libraries are not as far along in developing specialized services for disadvantaged adults as are public schools (i.e. with ABE and Title I), it seems important that the coordinators have respectability in the eyes of library staffs if s/he is to effect change.

Type of education seems to be less important in successfully administering coordinated library and ABE services than are:

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1. a commitment to serving the disadvantaged;

2. an openness to new ideas and ways of doing things;

3. a willingness to share resources, facilities, and staff;

4. the ability to design, carry out, and improve services that fit the needs of the community and the resources of the institution;

5. familiarity with innovative programs for disadvantaged adults in both the library and adult education fields;

6. The ability to learn from the mistakes and problems that always occur in the development of nontraditional programs.

IN WHICH DIRECTION DOES INITIATION OF COORDINATION WORK BEST—FROM THE LIBRARY OR FROM THE ABE PROGRAM?

The AAEC design in FY 1972-73 called for the funding of two school boards, one urban, one rural, and two public libraries, also an urban and a rural. In theory, there is always a locus of control of any service. The AAEC was trying to winnow out the factors that could back recommendations concerning the appropriate initiators of coordination.

As might be expected, at each site the cooperating agency which was not funded felt that it would have been more appropriate if it had been. In effect both agencies were funded in Kentucky since the regional librarian moonlighted on the project which was funded through the school board. This project also had the fewest problems. However, in terms of replication, it would probably be difficult to manufacture another such situation, so recommending dual funding with shared control may not be realistic.

In the other three projects, problems arose which threatened the program at some time or other. These problems were initiated in each case by the non-funded agency. However, the kinds of objections raised by ABE program staffs proved to be much more easily resolved than the objections raised by the library. In the latter case, a whole new and arduous route had to be established, i.e. cooperation with many individual school libraries, as an alternative to active thorough-going cooperation with the public library.

In review, this seems perfectly logical. Since 1965, under a federal mandate, public schools have been specializing services for disadvantaged adults through their ABE programs. The LSCA priority for services to the disadvantaged becomes a reality only in 1971, and was not specifically aimed at any one age group. Consequently, the libraries are relatively unspecialized. It is much easier to develop a speciality and then to lock arms with an already specialized agency than it is—as an already specialized agency—to approach an unspecialized agency and ask it (a) to specialize in a hurry, and (b) to coordinate these new services with one's own.

Recommendation

One possible agency to spearhead both this library specialization and then coordination with ABE is the state library, with help from the state department of adult education. However, either agency at any level can effect coordination, given sustained enthusiasm and determination.

HOW WERE THE ORIGINAL MODEL CENTER GUIDELINES DEVELOPED?

The original AAEC requirements or guidelines for the model centers were developed from:

1. AAEC experience in engaging in experimental or demonstration programs.

2. an intensive review of the literature

3. extensive conversations with library experts from around the country

The program operation parts of the guidelines proved to be viable: the suggested content for programs did not. The guidelines called for a preliminary proposal or work statement. These initial efforts mirrored the guidelines so closely that in no case did they fit local needs.

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Recommendation

While novice staffs must have some grist for their mills—some input in terms of concrete procedures to start to think about and to design services—in the AAEC experience this should be thought of as only the initial stage, to be subjected to great ratification in terms of local needs.

HOW ARE OBJECTIVES DEVELOPED?

The following procedures for designing service objectives with a fit to local needs have evolved as a result of the AAEC Library/ABE project.

1. An abbreviated *demographic survey* or paper profile of the service area is developed. (See Appendix A).

2. A two-day planning session is mounted which includes all of the project, ABE, and library staff—state and local—that can be collected as well as community leaders who have worked successfully in disadvantaged neighborhoods, members of the planning commission, members of the library board of trustees, school officials, etc. In some fashion, the target group should be involved in the planning, either as individuals or as members of the planning session.

   a. The first day of this meeting is devoted to the following questions:

      (1) What is the degree of disadvantagement in your service area? This is answered both by the preliminary paper profile and from the experiences of those at the planning meeting.

      (2) What community resources exist to cope with these problems?

      (3) What are the service gaps?

      (4) What can this project do, given its staff time, funds, and political climate? A simple listing is developed.

   b. The second day the following questions are answered:

      (1) Given the list developed the first day, what are the specific service objectives toward which you mean to work, i.e. what are you going to do?

      (2) Within each service objective, exactly what activities will be undertaken? i.e., how are you going to do it?

      (3) Who will be responsible for each activity?

      (4) What do those people need to know in order to be able to fulfill these responsibilities? i.e., what are their knowledge needs?

      (5) How will you know you have done what you plan to do, i.e., what is your management plan? Where appropriate, the planners are taught the PERT techniques.

      (6) How will you know what happened to people because you did it, i.e., what is the social, economic, and personal impact of your coordinated services upon the disadvantaged adults in your service area?

      (7) Who needs to know about your work?

      (8) When do they need to know?

      (9) How much will each activity cost?

The answers to these nine questions form for the model center the:

(1) plan

(2) management scheme

(3) evaluation design

(4) the contract with AAEC

WHAT IS THE FORMAL RELATIONSHIP OF AAEC TO ITS SITES?

After the planning meeting, which always is chaired by an AAEC representative, a work statement

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is written up by that AAEC staff member. When the local site staff agree that the work statement is an accurate version of the planning session, the AAEC enters into a formal subcontract with the model center. The subcontract and work statements are cleared through the USOE contracts officer. The AAEC finds that this formal arrangement ensures productivity on the part of and fiscal control at the sites. The sites keep their own books with monitoring by the AAEC administrative assistant.

The contracts, however, are flexible. The work statement can be changed at any time by mutual written consent. It could be no other way, since first thinking is hardly ever the best thinking in innovation. This flexible approach marks the greatest difference between research and demonstration. The AAEC deems inappropriate in pioneering work those experimental designs which cannot be changed without wrecking them.

WHAT TRAINING WAS PROVIDED FOR PARTICIPATING STAFFS?

Since the project directors and their staffs varied so much in preparation and experience, no standard training format could be devised for the projects.

The project directors and their head librarians attended one joint session with Helen Lyman at the University of Wisconsin in September, 1972, just as the sites became operational, i.e. actually began to serve the disadvantaged. The project directors worked together while attending the national adult education meetings of the Adult Education Association of The U.S.A. and the National Association for Public Adult and Continuing Education in Minneapolis in November.

Beyond these two major meetings, the training of the directors was handled on a problem-solving basis by telephone, AAEC visits, and an occasional consultant. State and local officials were very helpful to directors in their professional growth and everyday program problem-solving.

The training of the project staffs was left to the direction of the project directors and their superiors.

WHAT TARGET GROUPS WERE SERVED?

The Alabama project, which worked in inner-city Birmingham, served approximately 400 adult learners, seventy-five percent black.

In eastern Kentucky, the Floyd County project served 315 adult learners, all white.

The Columbia, South Carolina, project served 1100 adult learners, fifty percent white, fifty percent black.

The rural West Virginia project had approximately 400 ABE clients. Ninety-five percent of those clients were white. Five percent were black.

WHAT WERE THE RESPONSIBILITIES OF THE APPALACHIAN ADULT EDUCATION CENTER PERSONNEL

Because funding for the AAEC comes from several sources, the Center is able to bring together specialists in several areas, all of whom contributed significantly to the library-ABE projects. The following list of AAEC staff members outlines their responsibilities.

George W. Eyster, Executive Director

Mr. Eyster is responsible to—and the liaison between—Morehead State University (the grantee) and the Office of Education for the conduct of the project. His other responsibilities are: (1) a communication system with (a) the state departments of education in each of the thirteen states involved in the project, (b) other adult basic education programs in Regions I, III, IV, and V, (c) the local site advisory committees, and (d) the U.S. Office of Education; (2) the recruitment and training of the demonstration center staff and consultants, (3) meeting deadlines and requirements for collecting and compiling reports required by the guidelines developed by the U.S. Office of Education for operating the program; (4) the development of a closely knit organization in the central office and among the diversified interagency projects and grant awards; (5) the development of demonstration programs geared to the objectives and philosophy of this program; (6) the provision of

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APPALACHIAN ADULT EDUCATION CENTER STAFF

GEORGE W. EYSTER
Executive Director
Associate Professor, Department of Adult and Continuing Education
Ph.D. (in progress), Adult Education–University of Michigan
Six-year specialist, Adult Education–Michigan State University
M.A., Community Education–Eastern Michigan University
M.A., Education–University of Michigan
B.S., Psychology–University of Michigan

ANN P. HAYES
Evaluation Specialist
Chief Investigator, Library Projects
Post-Master's, Adult Education–University of Chicago
M.A., Adult Education–University of Chicago
B.S., Education–University of Vermont

CHARLES J. BAILEY
Learning Center and Training Specialist
B.A., History–Morehead State University
M.A., Secondary Education–Morehead State University
M.A., Adult Education–Morehead State University

PHYLLIS MacVICAR
AAEC Project Director
Cabell, Wayne, Putnam Counties, West Virginia

PRISCILLA GOTSICK
Library Services Specialist
M.A., Adult and Continuing Education–Morehead State
B.A., Sociology and Psychology–Denison University

EUNICE McMILLIAN
AAEC Project Director
Columbia, South Carolina

ANN GWIN
AAEC Project Director
Birmingham, Alabama

SHARON MOORE
Reading Specialist
M.A., Reading–Morehead State University
M.A., (in progress), Adult and Continuing Education
B.A., Elementary Education–University of Iowa

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APPALACHIAN ADULT EDUCATION CENTER STAFF

SUSAN SCHMIDT
Professional Librarian (FY 73-74)
M.S., Library Science–Wayne State University
M.A., (in progress), Adult and Continuing Education
B.A., Classics–Wayne State University

JOHN S. CAYLOR
Research Specialist (FY 73-74)
Ph.D., Social Psychology–University of Michigan
M.A., Industrial Psychology–Western Reserve University
B.A., Economics–Western Reserve University

PEGGY GARRETT
Secretary
B.A. (in progress)
Indiana University

ANNE G. SHELBY
Professional Writer
M.A., (in progress), Language and Literature
B.A., English–St. Andrew Presbyterian College

HELEN MONTGOMERY
Administrative Assistant
M.A., Business Education–University of Colorado
B.S., Business Education–Illinois State University

ROLAND JONES
AAEC Project Director
Prestonsburg, KY

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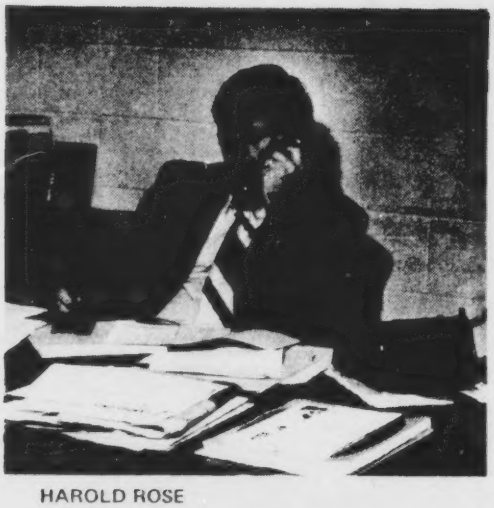
Morehead State University Leadership & Support Staff

ADRON DORAN
President
Morehead State University

MORRIS L. NORFLEET
Vice President
Bureau of Research and Development

BEVERLY RAWLES
Volunteer

Associate Manager
Battelle Institute
Columbus Laboratories



HAROLD ROSE
Chairman
Department of Adult and Continuing Education
PhD Florida State University

STEVE TAYLOR
Assistant Professor
Department of Adult and
Continuing Education
Ph.D. Florida State University

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technical assistance to federal, state, and local programs and associations; and (7) monitoring some of the AAEC modules.

Ann P. Hayes, Evaluation Specialist, Chief Investigator, Library-ABE Projects

As Chief Investigator of the Library-ABE projects, Mrs. Hayes plans programs; aids projects in designing objectives, activities, and documentation procedures; monitors some of the modules, conducts ongoing evaluation of all projects; prepares reports for the Office of Education; and interprets and disseminates the library projects nationally.

Mrs. Hayes is also the AAEC evaluation specialist. In addition to the evaluation function, she provides technical assistance to federal, state, and local programs, and disseminates AAEC findings through publications and positions of leadership in national professional associations.

Priscilla Gotsick, Library Services Specialist

Mrs. Gotsick's duties as the Library Services Specialist are to: (1) monitor select AAEC modules; (2) provide technical assistance to modules; (3) assist in the selection of library materials for disadvantaged adults; (4) assist in the development of AAEC modules; (5) develop criteria for selecting items for the *AAEC Coping Skills Materials List* (6) develop tools for the needs assessment of librarians, ABE teachers, and ABE students; (7) disseminate AAEC findings; and (8) assist in the development of state-wide training programs which expose library and ABE staffs to new techniques and methods of serving disadvantaged adults.

Susan K. Schmidt, Professional Librarian

Miss Schmidt (1) monitors all training activities in the AAEC Library Training Institute; (2) researches and writes *Library Service Guides;* (3) edits *Library Service Guides* written by consultants; (4) acts as liaison between the AAEC and Johnson Camden Library, Morehead State University, HEA Title IIa funds; (5) assists in state-wide library training activities; and (6) disseminates AAEC findings.

Sharon Moore, Reading Specialist

Mrs. Moore's duties are to: (1) support, advise and monitor all aspects of reading instruction in all AAEC modules; (2) train paraprofessionals in homebound instruction for community based Right to Read and adult education demonstration projects; (3) act as resource teacher for paraprofessionals in homebound ABE and GED instruction; (4) select, analyze, and rewrite adult informational materials related to parent and career education; and (5) identify and recommend documents for use in public libraries which would be of special interest to the disadvantaged adults and aid in the development of the *AAEC Coping Skills Materials List;* (6) and monitor the Right to Read projects.

Anne G. Shelby, Staff Writer

Mrs. Shelby's duties are (1) writing AAEC reports and other publications; (2) editing and rewriting all AAEC documents; and (3) assisting in AAEC dissemination activities.

Susan Cotner, Special Assistant

Mrs. Cotner's duties involved identification, verification, and categorization of coping skill materials for the *AAEC Coping Skills Materials List.* Other duties included compiling an alphabetical list of publishers, organizations, and agencies from whom coping skills materials were available and a compilation of fiction materials read by clients/patrons involved in the four model site programs.

Joan Flanery, Graduate Assistant

Mrs. Flanery's duties include the development of the *AAEC Coping Skills Materials List* and its index. Mrs. Flanery was also on the 1972-73 Kentucky model center staff. Her duties include assisting local Kentucky librarians in the assessment of their collections by coping skill areas, helping them to develop special collections for adult new readers; listing pertinent gerontological research relating to adult learning, and acting as a recorder at the AAEC Advisory Board Meeting.

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Charles J. Bailey, Learning Center and Training Specialist

Mr. Bailey's responsibilities are for (1) collection and screening of pertinent adult education curriculum materials; (2) preparation of reports for the U.S. Office of Education; (3) building curriculum for ABE teacher training based on demonstration findings; (4) monitoring one library-ABE project and all of the community school projects; (5) provision of technical assistance to federal, state, and local programs and associations; and (6) dissemination of AAEC findings.

John S. Caylor, Research Specialist

Dr. Caylor is responsible for (1) the development of or strengthening of all AAEC experimental research designs, (2) the coordination of research design and methodology with AAEC evaluation activities; (3) assisting in the analysis of all related AAEC project data and data collection systems; (4) the identification of problem areas and the development of concepts of adult education to be tested; (5) assisting in the development of appropriate proposals for the conduct of new research; and (6) disseminating AAEC findings.

Helen Montgomery, Administrative Assistant

Mrs. Montgomery's duties are (1) maintaining fiscal records; (2) organizing and supervising central office secretarial staff; (3) equipping central office and maintaining supplies; (4) organizing regional meetings conducted by the AAEC; (5) assisting the local AAEC projects in developing their budgets; and (6) monitoring the fiscal aspects of the AAEC subcontracts.

HOW ARE THE DEMONSTRATIONS MONITORED?

Each AAEC staff member takes responsibility for monitoring specific sites. Monitoring consists of copious phone calls and correspondence, and some site visits. In order to ensure that AAEC findings are replicated at any site in which it is involved, the monitor also acts as a trouble-shooter and teacher during site visits. The Center has a WATS line which is used extensively in monitoring duties, since distance makes very many site visits prohibitive.

MONITORING VISITS TO AAEC FY 1972-73 MODEL CENTERS

1972

July 14, Kentucky
July 18-20, Alabama
July 26, Alabama
July 23-25, South Carolina
August 16-17, Alabama
August 18, Kentucky
August 21-22, 24, West Virginia
September 7-8, South Carolina
October 2, West Virginia
October 26, West Virginia
November 29, Kentucky
December 13, West Virginia

1973

January 22, West Virginia
February 7, Kentucky
February 8, West Virginia
February 26, Alabama
February 27-28, South Carolina
March 14, Alabama
March 28, West Virginia
June 13, Kentucky
June 20, Alabama

Other Visitors

It might be pointed out that in addition to the AAEC visits, state librarians, state directors of adult education, the DHEW Region IV USOE Regional Program Officer for Libraries (Shirley Brother) and the USOE Bureau of Libraries and Learning Resources Program Officer (Henry Drennan) also visited sites.

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WHAT WERE THE RECOMMENDATIONS FROM THE AAEC ADVISORY BOARD?

The advisory board of the Appalachian Adult Education Center consists of leaders in the fields of public library services and adult education. The Center consults its advisory board members individually and as a group about problems that arise in project activities, suggestions for project activities, and procedures. They are an enormous help. The board initially was dominated by librarians, since the AAEC felt weaker in library theory and practice than in adult education.

Halfway through the demonstration year, in February, 1973, the AAEC convened an advisory board meeting in Louisville, to summarize for the board the progress of the demonstrations, and to obtain recommendations for the remainder of the project year. The following summarizes the major ideas that were discussed in the meeting and in correspondence with individual advisory board members. Most of the suggestions centered around the following areas: (1) the knowledge needs of librarians and ABE personnel; (2) the role of libraries in coordination; (3) specific suggestions for coordination; (4) the role of the clients in coordination; and (5) materials for adult new readers.

Knowledge Needs of Librarians and ABE Personnel

Recommendation 1: Training is needed in understanding disadvantagement. Many members of the advisory board felt that librarians needed to know more about disadvantagement and how it relates to library service needs.

Recommendation 2: Both groups of professionals need to know more about the other's services and terminology. Adult basic education personnel need to know more about libraries, and librarians more about adult basic education. The personnel of both were accused of territorialism, and territorialism was blamed on a lack of understanding of the services of the other institution. It seems to be generally agreed upon that intense and continuing orientation sessions are necessary between the personnel of two agencies before coordination can happen. In practice the AAEC found this to be true with the provision that the orientation sessions be small, engaging only a few from each agency at a time.

Recommendation 3: ABE teachers, as well as their students, need orientation and training in library use. The board repeatedly stressed the need to train teachers. In practice, the AAEC found that many ABE teachers did not have library cards. This proved to be because: (1) many had large private collections; (2) many had previously underestimated the library as a personal and professional resource.

The Role of the Libraries

In general, the board felt that librarians do not generally see themselves—nor do others see them—as agents either of social change or of continuing education. Nor, it was stated, do librarians see themselves as serving special groups, but rather as serving the general public.

Recommendation 4: Librarians need help in developing a service orientation and in communicating with disadvantaged adults. In practice, the AAEC found that many librarians had a service orientation and no communication problems. Those who did generally could overcome the problem with the support and advice of the ABE staff members who are in close client contact.

Recommendation 5: One of the agencies should have definite responsibility for coordination activities, or coordination would not take place. The opinion dominated that the public library, as the agency offering the specialized services, should organize and manage the services, but that the adult basic education program should initiate the development of services by providing information on the information, materials, and service needs of ABE clients and their families.

Recommendation 6: Reassessment and reevaluation of the present uses of staff, funds, and facilities should be undertaken in order to allow for wider implementation of services. The fiscal crunch, according to some, has brought about a demoralization of library staffs which inhibits thinking in terms of expansion. Others felt that the fiscal problems and shortages of staff might be a blind for not attempting wider services. It is probably true that when most libraries or ABE programs initiate expanded services, they will do so with no extra personnel or funds. After successfully demonstrating the new services, extra funds may be forthcoming from local or state sources. Therefore, the reallocation of staff time and

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the realignment of service priorities that the AAEC has seen in some of its sites—particularly the Kentucky project—becomes essential.

Recommendation 7: The use of lower-paid semi-professionals and trained volunteers for clerical duties would free the professional librarians to work on new outreach programs. In practice, the AAEC had problems and reservations about this recommendation. The Center found that in many instances paraprofessionals (ABE) and nonprofessionals (libraries) were better information communicators than professionals in client contact. Therefore to delegate them to clerical roles was not wise. On the other hand, relying upon them heavily was equally unwise because they tended to have low job security, and when they lost their jobs the services ceased.

Recommendation 8: Library trustees are important to the process of coordination. Advisory board members showed concern about public relations and funding for both ABE and public library services. Since services to the disadvantaged have relied so heavily on federal funding, much of which may be replaced with revenue sharing, services to the disadvantaged need to be assimilated into existing budgets. All members felt that services to the disadvantaged should be a priority for both public libraries and ABE, and that resources should be shared to provide the best possible services for disadvantaged adults. In practice the AAEC found that most library boards of trustees (and ABE programs) have never established service priorities and, indeed, it is essential to coordination that this be done.

Recommendation 9: Stress public relations. Library and ABE services are commodities that must be sold—both to the public and to Congress. Advisory board members elaborated on the need for both libraries and ABE to define and explain their service role to other educational institutions, to the general public, and to local government officials. Libraries, if they are to survive, must become lobbyists, someone said, knowledgeable about public relations. Joining together with others was suggested as a way for both libraries and ABE to make more impact on decision-makers and on the public.

Recommendation 10: Develop community-wide consortia of organizations, agencies, and educational institutions to work together in services to disadvantaged adults. ABE-library coordination, it was suggested, could form the basis for such consortia which could plan and manage joint efforts in recruitment, transportation, sharing of funds, facilities, materials, and referral services.

Specific Suggestions for Coordination Activities

Recommendation 11: Learning should be approached as a family affair, not just an individual one. Advisory board members felt that the project should emphasize the library as a cultural and recreation center, as well as an information center, and should respond to learning as a family affair as well as an individual one. An appeal to ABE students as parents was suggested with displays of children's books for them to check out and take home for their children.

Recommendation 12: Tensions that exist between school libraries and public libraries need to be dealt with. Initially, some members felt that adults would probably not be willing to use the school libraries, and that the school librarians would probably not be equipped to deal with them. Others maintained that since most ABE classes are held in school buildings that have libraries, coordination among ABE, public libraries, and school libraries should be tried. In practice, advisory board members felt that the successful experience of the South Carolina project in coordinating with school libraries should be disseminated for possible replication elsewhere.

Recommendation 13: Students should be taken to the library, rather than always taking books to the students. In initiating library/ABE cooperative services to ABE students, the AAEC has first demonstrated library services to the adult learners by moving those services to the students in their classrooms and homes. Generally, the advisory board felt that the services being offered by the projects at that time were going in the right direction. Their recommendations included, however: (1) that ABE classes be held in the library; and (2) that ABE learners be taken to the library. In practice the AAEC finds these two steps necessary in establishing a library habit in disadvantaged adults, i.e., first the service must go to the individual, and eventually the individual must go to the service. However, advisory board member, Lillias Burns of the Nashville Public Library, did point out that in her experience the second step may never occur for some groups—and that, indeed, in terms of information transfer it is not necessary for it to occur.

Recommendation 14: Educational television stations and Right to Read programs should also be involved

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in coordination. The AAEC has established a community based Right to Read Center in its Kentucky Library/ABE site. In addition the USOE Adult Education Division has funded the AAEC in FY 73-75 in part to conduct experimental work on the coordinated efforts of public libraries and ETV to prepare persons to pass the high school equivalency examination (GED).

Recommendation 15: The advisory board recommended individualized reader guidance and the development of checklists listing subjects to be chosen by students. This was offered as an alternative to interviewing and asking general questions to try to get the information for readers' profiles. The South Carolina project did follow this recommendation successfully. How to tailor library services to individual adult learners requires further study.

Role of the Clients in Coordination

Recommendation 16: ABE graduates would make better recruiters than volunteers. Client participation in project planning, implementation, and evaluation should be a major goal of the demonstrations. This has been a major concern of the AAEC Advisory Board. Suggestions have included membership on local advisory boards, recruiting, evaluating materials, and evaluating the project. This is probably the weakest link in the AAEC library/ABE chain. It cannot truthfully be said that the AAEC has conquered the mechanics to fulfill this recommendation. It needs further study.

Materials for Adult New Readers

Recommendation 17: Nonprint needs to be stressed. Materials for adult new readers were of great interest to the advisory board, which was asked to respond to the first draft of the *AAEC Life Coping Skills Materials List.* Recommendations for verification of materials, for changing some categories and subcategories, and for adding subcategories were followed. In practice, this recommendation had to be approached with caution, because so many libraries and ABE programs in rural areas particularly, do not have the funds nor equipment to handle nonprint and could have sunk their entire materials budget into a few nonprint items that could only reach a few adult learners. Unfortunately, print is cheaper. In theory, adult learners who have received almost all of their information through their ears from trusted others, i.e., through informal information channels, should respond more readily to nonprint which approaches them through their ears. However, all too often at this point in history, it is not fiscally feasible to meet this need.

Recommendation 18: Adult and juvenile nonfiction should be interfiled to encourage adult usage of low readability books without embarrassment. This was accomplished successfully for nonfiction and fiction in some states.

Recommentation 19: In assessing library collections by coping skills, the juvenile nonfiction should be tackled first. In practice, the AAEC found that there is no easy way to assess a library collection by coping skills areas. It takes time, although it is a one-time endeavor. However, it seems to be necessary not only for identifying gaps in the collection, but also to sensitize the libraries to what is there in terms of coping skills.

THOSE INVITED TO THE AAEC LIBRARY-ABE ADVISORY BOARD MEETING GALT HOUSE—LOUISVILLE, KENTUCKY FEBRUARY 11-13, 1973

Lawrence Allen
Dean of Library School
University of Kentucky
Lexington, KY

Michael Averdick
Special Services Coordinator
Kentucky State Library
Frankfort, KY 40601

C.J. Bailey
Learning Center &
Training Specialist
Appalachian Adult Education Center
Morehead State University
Morehead, KY 40351

Elizabeth Beamguard, Director
Alabama Public Library Services
Montgomery, AL

Faye Belcher
Associate Director
Johnson Camden Library
Morehead State University
Morehead, KY 40351

Shirley Brother
USOE Regional Program Officer
Region IV, Library Services
Room 550, 50 Seventh Street, NE
Atlanta, GA 30323

Genevieve Casey
Department of Library Science
Wayne State University
Detroit, MI 48202

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Ione Chapman, Library Emeritus
Morehead State University
Morehead, KY 40351

Ted Cook
State Director of Adult Education
Frankfort, KY 40601

Evelyn Coskey, Extension Librarian
Kanawha County Library
Charleston, WV

Albert Crambert
USOE Regional Program Officer
Region III, Adult Education
401 N. Broad
Philadelphia, PA

Marie Davis, Associate Director
Philadelphia Free Library
Philadelphia, PA

Henry Drennan
Bureau of Libraries and
Learning Resources
USOE, ROB, 7th & D Streets
Washington, DC 20201

J.K. East
State Director of Adult Education
1001 Main Street
Columbia, SC 29201

Jack Ellis, Director
Johnson Camden Library
Morehead State University
Morehead, KY 49351

George W. Eyster, Executive Director
Appalachian Adult Education Center
UPO 1353, Morehead State University
Morehead, KY 40351

Frederic Glazer, Director
West Virginia Library Commission
2004 Quarrier Street
Charleston, WV

Priscilla Gotsick, Library Services Specialist
Appalachian Adult Education Center
UPO 1353, MOrehead State University
Morehead, KY 40351

Murray Gregg
Jefferson Co. Board of Education
213 Watson Way
Gardendale, AL 35071

Ann Gwin, Project Director
ABE-Library Center
Birmingham Public Library
2115 7th Street
Birmingham, AL 35233

Homer Lee Hall, Regional Librarian
Prestonsburg Public Library
Prestonsburg, KY

Andrew Hansen, RASD
American Library Association
50 East Huron Street
Chicago, IL 60611

Ann Hayes, Chief Investigator
Library-ABE Project
Appalachian Adult Education Center
Morehead State University
Morehead, KY 40351

Earle Hayes
Director of Adult Education
Richland County School District No. 1
Columbia, SC

Grace Hewell
USOE Regional Project Officer
Region II, Adult Education
26 Federal Plaza
New York, NY 10007

James Hunt, Head Librarian
Cincinnati Public Library
Cincinnati, OH

Al Jones, State Director
Adult, Vocational Technical,
and Veteran Services
State Department of Education
Atlanta, GA 30334

Roland Jones, Project Director
ABE—Library Project
Floyd Co. School System
Prestonsburg, KY 41653

Anna King, Director
Richland County Public Library
Columbia, SC

Marshall Kirtley
ABE Area Coordinator
Cabell Adult Center
Florida St. & Second Avenue
Charleston, WV 25802

Lowell Knight
State Director of Adult Education
State Department of Education
Charleston, WV

Norma Lightsey, Consultant on
Services for the Disadvantaged
State Library
Columbia, Sc

Eunice Lovejoy
Director of Outreach Services
State Library
Columbus, OH

Walter Lund
Director of Continuing Education
Cincinnati City Schools
230 E. Ninth Street
Cincinnati, OH

Helen Lyman
University of Wisconsin-Madison
Library School
Helen White Hall
600 Park Street
Madison, WI 53706

Phyllis MacVicar, Project Coordinator
Western Counties Regional Library
900 Fifth Avenue
Huntington, WV 25701

Richard Malcolm, ABE Area Coordinator
620 Jefferson Avenue
Huntington, WV

W.C. Matherson, Assistant Superintendent
Birmingham Board of Education
412 Tenth Avenue North
Birmingham, AL 35204

Bernice McDonald
Coordinator, Adult Services
New York Public Library
8 East 40th Street
New York, NY 10016

Eunice McMillian, Project Director
ABE-Library Project
Richland Co. School District No. 1
2220 Lady Street
Columbia, SC 29204

James Miller
State Director of Adult Education
State Department of Education
Columbus, OH

Sharon Moore, Reading Specialist
AAEC, Morehead State University
Morehead, KY 40351

Helen Montgomery, Administrative Asst.
AAEC, Morehead State University
Morehead, KY 40351

Evelyn Mullen
USOE Regional Program Officer
Library Services, Region III
401 N. Broad
Philadelphia, PA 19108

James Nelson, Head Librarian
Western Counties Regional Library
900 Fifth Avenue
Huntington, WV 25701

Norman Parker
State Director of Adult Education
State Department of Education
Montgomery, AL

William Phillips
USOE Regional Program Officer
Adult Education, Region IV
50 Seventh Street
Altanta, GA

Richardena Ramsey, Head Librarian
Birmingham Public Library
Birmingham, AL

James Salisbury, Assist. Superintendent
Floyd County Schools
Prestonsburg, KY

Joseph Schubert, State Librarian
State Office Building
65 South Front Street
Columbus, OH

Eldon Schultz
USOE Regional Program Officer
Adult Education, Region IV
500 Wacker Drive
Chicago, IL

Allen Sevigny
USOE Regional Program officer
Library Services, Region IV
500 Wacker Drive
Chicago, IL

Wallace Simpson, Director of Adult Ed.
State Department of Education
Atlanta, GA 30334

Eleanor Smith
USOE Regional Program Officer
Library Services, Region II
26 Federal Plaza
New York, NY 10007

William Smith, Coordinator of ABE
Jefferson County Adult Ed. Center
1318 Alabama Street
Tarrant, AL 35217

Harlan Stubbs, ABE Area Coordinator
State Office Building
Frankfort, KY

Edward Taylor, Assistant Director
Adult Education
Richland Co. School District No. 1
Columbia, SC

Carlton Thaxton, State Librarian
156 Trinity Avenue, NW
Atlanta, GA

Estellene Walker, State Librarian
1500 Senate Street
Columbia, SC

Margaret Willis, Director
Department of Libraries, Box 537
Frankfort, KY 40601

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WHAT CONSULTANTS WERE USED?

Many interested professionals in both library and adult education work have provided advice and guidance to the project as members of the AAEC's Library-ABE Demonstration Project Advisory Board.

The following people served as special consultants.

1. Michael Averdick, Coordinator of Special Programs for the Kentucky Library Commission, wrote the original script for the Urban and Rural Library Orientation Slide-tape presentations. This script was later adapted for the ABE/Library Student Orientation Kit.

2. Gary Wright and David Adams of the Appalachian Film Workshop developed and produced the Urban and Rural Library Orientation Slide-tape presentations in cooperation with the AAEC. Some of the rural slides were later used in the ABE/Library Student Orientation Kit.

3. Genevieve Casey, Professor of Library Science at Wayne State University, visited all four project sites in October and November, 1972, to assess progress and make recommendations.

4. Thelma Orr, Supervisor of Adult Basic Education in northeast Georgia, conducted a Volunteer Recruitment Training Workshop in Huntington, West Virginia, on October 26-27, 1972, for the AAEC West Virginia Library-ABE Demonstration Project.

5. The AAEC held a North American conference on coping skills on September 14-15, 1972, at Morehead State University. The purpose of the conference was to define the coping skills categories most important to adult new readers. The consultants participating and the projects they represented were: Vincent Amanna, the Rural Family Development Project (RFD) at the University of Wisconsin, Madison; Warren Ceurvels, the National Multi-media Center for Adult Basic Education, Montclair (New Jersey) State College; Stewart Conger, Saskatchewan New Start, Inc; Norvell Northcutt and Mary Lou Emerson, the Adult Performance Level Study at the University of Texas; Mardell Grothe, Columbia University's Life Skills Project; Winston Lear, Project on Library/Media Services in Appalachia, Appalachian State University; North Carolina; Michael O'Donnell, Right-to-Read Community Based Reading Center, University of Maine, Portland-Gorham; and William Wilson and John Frazer, the General Education Development Project of Kentucky Educational Television.

6. The project directors acted as consultants to each other. There has been constant communication and swapping of information between the four directors. It is probably accurate to say that the project directors have kept in as close contact with each other as they have with the Center staff.

WHAT EXEMPLARY SITES WERE VISITED?

The original AAEC Library-ABE proposal called for the AAEC staff and project staffs to visit exemplary sites demonstrating services to adult new readers.

On September 24-26, 1972, AAEC staff, project staffs, and cooperating library staffs from Alabama, South Carolina, West Virginia, and Kentucky, attended Helen Lyman's Workshop on Materials for the Adult New Reader, at the University of Wisconsin at Madison. Workshop participants surveyed instructional and student-made materials gathered during Helen Lyman's five-year study of materials for adult new readers. They also reviewed criteria for the selection of materials for new readers, and heard results of a survey of what disadvantaged adults listen to and read.

On October 19-20, 1972, Mrs. Ann Hayes, Chief Investigator of the AAEC Library-ABE Project, participated in Mayrelee Newman's project RAPSKILLS Task Force Workshop at Valle Cruces Mission School in Boone, North Carolina. The purpose of the workshop was to design the implementation of Phase II of the RAPSKILLS Project, including the parameters of the model, funding strategies, problems and solutions, and recommended evaluative plans.

Phyllis MacVicar, West Virginia Project Coordinator, made a second trip to the University of Wisconsin to consult further with Helen Lyman on materials for the adult new reader.

Eunice McMillian, director of South Carolina project, visited two exemplary sites during the year: (1) The Horry County Public Library in Conway,

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South Carolina, to view their project and to discuss which materials they found to be most helpful and useful to disadvantaged clients. Techniques for distributing materials and involving adult learners in project activities were also discussed, and (2) the Greenville, South Carolina, Right to Read Project.

WHAT WERE THE JOB DESCRIPTIONS OF THE MODEL CENTER DIRECTORS?

In general the project directors were responsible for:

1. hiring and training of staff with the help of their supervisors
2. the initial planning of the service objectives in concert with the ABE and library staffs and the help of the AAEC
3. the direction of the implementation of the objectives
4. the conduct of orientation sessions for library and ABE staffs
5. publicizing and promoting the new library/ABE services in the community
6. the selection and ordering of special print and nonprint material
7. much personal interaction with the adult learners who were the clients of the library/ABE services
8. working with library and ABE staffs to improve the procedures involved in services
9. attending community action meetings
10. searching ABE and library literature for new ideas
11. visiting exemplary sites and making contact with knowledgeable people
12. data collection
13. writing interim and annual reports
14. disseminating the project at the regional, state, and national level
15. generally isolating problems and devising alternative solutions to them.
16. recruiting clients

The priorities given to these sixteen tasks by the project directors varied across the four sites, as evidenced by the time and effort allotted to different ones. The Kentucky and South Carolina directors spent an enormous amount of time in client contact. The Alabama director also spent a great deal of time in client contact. The West Virginia director spent much less. This seemed to be directly related to past experience—the time spent with clients was in direct ratio to the amount of past experience and therefore the amount of familiarity with the client group.

Recommendation

This job is not for those who prefer to work from 9 to 5. Since ABE is offered mostly in the evenings, work hours are irregular and include many evenings. Day hours are spent largely in materials selection and ordering, publicizing the services in the community, and making contacts with library personnel, etc.

WHAT ARE THE DUTIES OF OTHER PROJECT STAFF?

The duties of other full- and part-time staff also varied with the experience and skills of the person. While a few of the staff were engaged in library work almost entirely, the majority divided their time between clients and materials.

WHAT PROBLEMS DEVELOPED WITH THE ROLE OF THE PROJECT DIRECTOR?

Given the realities of fiscal year funding, the coordinated services had to be planned, put into practice, and made part of the routine of the regular ABE and library staffs in one year (ten months in West Virginia). Feeling the pressure to get things done, the project directors and their staffs performed many of the actual demonstration services themselves, rather than spending the necessary time to persuade permanent staffs to take over. Figure 3 shows two methods of coordination:

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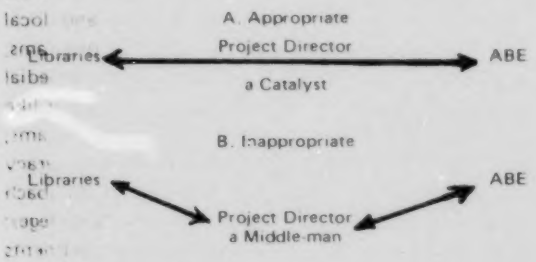
Figure 3

Appropriate and Inappropriate Roles of the Coordinator of Library and Basic Education Services to Disadvantaged Adults



Another problem was the indefinite relationship of the project directors to the permanent ABE and library staffs. Despite the selection criterion of prior employment by the subcontracting agency, none of the directors were on direct loan to the project from hard money jobs. Therefore, they had no legitimate role in either institution, at least in the eyes of some of the library and ABE staff. Directors found it helpful to try to establish communication with all the people in the permanent staffs. Project staff, the director, field representatives, and secretaries found it very beneficial to have top level staff interpret their roles to the permanent staffs, either in regular staff meetings or informally on a continuous basis through the project year.

If the service is to continue, project directors must demonstrate how new services and activities are done, but must make sure that credit for the services is shared among ABE, the public libraries, and the project staff.

HOW WERE THE PROJECT SERVICES PROMOTED?

At the client level, most successful recruitment was one-to-one, ranging from volunteers or project staff knocking on doors to Bring-a-Friend night for the ABE programs.

Each project publicized its activities through the media: newspapers reported project activities, staff members talked about the projects on local radio and television programs, and articles appeared in newsletters, bulletins, and journals.

The use of media created public awareness of the projects, but other kinds of promotion worked better in getting actual support, such as shared resources, facilities, and cooperative services. Meetings of local service organizations were good places to get support for the project. Communicating with other special projects brought support. Keeping up personal contact with local decision-makers in libraries and ABE was also valuable.

HOW WAS COMMUNICATION STARTED BETWEEN PUBLIC LIBRARY AND ABE STAFFS?

The project staff introduced librarians and ABE teachers, either informally or during joint orientation sessions. When the ABE teachers and librarians got together to talk about the possibilities of working together, the concerns they had in common became apparent, producing lines of communication and creative ideas.

WHO IS RESPONSIBLE FOR SOLVING PROBLEMS THAT ARISE IN COORDINATION?

The following pattern arose for problem-solving in this project. Adjustments would need to be made for replication at an on-going, non-project site.

1. The project director attempted a solution. (The coordinator could very well be a library extension director or an ABE coordinator).

2. If unable to effect a solution, the project director went to: (a) the head librarian, (b) the local ABE director, or (c) both.

3. If that didn't work, the director consulted with the advisory board, either *in toto* or as individuals.

4. If there were still no solutions, the project director consulted with (a) the state librarian, (b) the state director of adult education; or (c) both.

State Cooperation

This step varied according to state hierarchies. In Alabama, the director consulted with a field services representative of the state library and its extension director as well as the state librarian. She worked directly with the state director of adult education, and also with an ABE regional coordinator. In Kentucky, the director tended to consult more with the regional ABE coordinator and the state library coordinator for special

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programs than with the state librarian or state director of adult education.

In South Carolina, the director worked more closely with the ABE regional coordinator and with the state library consultant for programs for the disadvantaged.

In West Virginia, the director worked directly with the state people in addition to working with two ABE regional coordinators.

5. If all else failed, the project director requested an AAEC visit. In this case, the AAEC staff acted almost in the position of a negotiator. This step accomplished more in terms of educating the AAEC staff to the problems of coordination of educational and informational services to the disadvantaged than it did in clearing sticky wickets at the project sites. In most cases the AAEC had seen or heard of a similar problem being solved elsewhere and could offer viable solutions. In some cases the AAEC staff were seen as outsiders and exacerbated the situation.

Recommendation

In terms of replication, the AAEC could be compared to consultants who might be called in to apply a broader knowledge base to a troublesome local problem. Generally speaking, this function can be best handled by a state-level person, or if that fails, a consultant from an exemplary site in the same state or a neighboring state.

WHAT COMMUNITY AGENCIES CAN BE INVOLVED IN COORDINATION?

Any organization that serves disadvantaged adults or adult new readers can and should be involved in coordinated activities.

The AAEC originally intended to involve the entire library community with the entire adult education community in the coordination of services. The complexity of such an undertaking made it seem less than realistic to attempt to accomplish such a feat simultaneously in several states and in both urban and rural areas.

Adult education programs that can become involved include any organization concerned with the education of disadvantaged adults; state and local boards of education; adult basic education programs; adult learning centers; vocational and remedial schools; federal manpower and training programs like MDTA, CEP, and WIN; Community Action Programs; volunteer adult literacy programs such as Literacy Volunteers, Church Women United, or Laubach Literacy; YMCA's and YWCA's; community colleges; Right-to-Read, Senior Citizens; education departments of industry, commerce, and labor unions; and organizations such as TVA. The possibilities are limited only by the adult educational resources and organizations in the community.

Library personnel who can benefit from joint activities include not only public librarians, but librarians in public schools, vocational schools, community colleges that serve ABE students, and in other special libraries such as those of the YMCA, business, correctional institutions, and sanatoria. Participating librarians should include not only professionals, but paraprofessional, nonprofessional, and volunteer aides as well. The following are some examples of interagency cooperation from the demonstration.

The Alabama project set up coordination between the Birmingham Public Library and the city and county jails to get library materials to inmates.

In Floyd County, Kentucky, community service agencies including crossroads stores worked together in compiling and using the community referral handbook.

In South Carolina, project staff worked with public school librarians to open school libraries at night for ABE students and started coordination between the ABE teacher and the librarian at the state mental hospital.

A community action program in West Virginia furnished a bus to take ABE students to and from the library.

HOW WERE UNIVERSITY FACULTY AND GRADUATE STUDENTS INVOLVED?

The involvement of university personnel increased throughout the project year, partially in

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response to the Advisory Board's recommendation for increased contact with universities. The interest of higher education in the projects increased in response to the dissemination of project coordination efforts. University support has come in several ways.

In the Birmingham, Alabama, project doctoral students in adult education at Auburn University, under the direction of Harry Frank, contributed their time for the in-service training of volunteer recruiters in door-to-door recruitment methods.

University library and adult education faculty in Kentucky were kept informed of project activities and contacted individually for guidance and support. Harold Rose and Stephen Taylor of Morehead State University's Department of Adult and Continuing Education have advised AAECstaff members who have in turn passed pertinent information on to the project staffs. James Nelson and Larry Allen of the library science staff of the University of Kentucky also have been helpful.

In South Carolina graduate students from the University of South Carolina acted as volunteer workers for the project. Frank Commander of the USC adult education faculty and William Summers of the library science faculty have also offered some advice.

In West Virginia, Kenneth Slack, Director of the Marshall University Library, cooperated with the demonstration project by encouraging the use of Marshall University Library as a resource center for ABE teachers. Daniel Moore, Assistant Professor in Marshall University's Department of Vocational and Technical Education, and director of West Virginia staff development in adult education, has been a resource person for the West Virginia project. His support has been very helpful to the library-based project.

HOW WERE SPECIAL MATERIALS COLLECTIONS DEVELOPED?

Building collections of special materials for adult new readers was a four-step process: (1) defining the information needs of disadvantaged adults; (2) identifying gaps in the library's collection of materials for disadvantaged adults; (3) identifying materials to meet the needs; and (4) acquiring suitable materials in the shortest possible time.

How Were Information Needs Defined?

The Library-ABE projects stressed coping skills materials. (See the Appendices for the eleventh revision of the coping skills categories and subcategories.) All adults share these information needs, but adult new readers require coping skills in easily read print or easy-to-use nonprint.

Using the coping skills categories and subcategories developed by the AAEC and consultants, project and library staffs and ABE teachers tried to find out what kinds of materials their adult clients needed and wanted most. Ways of identifying the needs varied from formal interview methods using readers' profile cards, readers' checklists, and request cards to informal individual and small group interviews and conversation with individual adult learners.

What Gaps in Materials Collections did the Assessments Uncover?

Alabama

Assessment of the collection of the Birmingham Public Library showed print and nonprint in eight major coping skills categories: Advocacy, Aging, Children, Housing, Insurance, Relocation Skills, Taxes, and Transporation. A bibliography was produced as a result of the Alabama assessment.

Kentucky

The Kentucky project did an informal assessment of materials available in the Floyd County Public Library, matching existing bibliographies of materials for adult new readers against the card catalog. A great deal of appropriate material was found in the following categories: Children, Health, Family, Jobs, Leisure, Self, and Relating to Others. Materials were lacking in Advocacy, Aging, Community, Consumer Economics, Insurance, Relocation Skills, Taxes, and Transportation.

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South Carolina

The South Carolina project staff did a very informal assessment of the Richland County Library collection to avoid duplication with project acquisitions. Missing areas included Consumer Economics, Family, Health, and Taxes.

West Virginia

An assessment of the Huntington Public Library's collection showed gaps in the following major and subcategories.

ADVOCACY—all subcategories

CHILDREN—breast feeding, child abuse, development of verbal skills, drop-out prevention, raising children alone, and selection of child care facilities

COMMUNITY—referral services, schools, community structure, emergency services, juvenile delinquency, newspapers, and volunteer work.

CONSUMER ECONOMICS—auctions, bankruptcy, banking, comparison buying, garnishments, food stamps, and rebates

FAMILY—common law arrangements, in-laws, teaching children to handle emergencies, and unwed mothers

HEALTH—black lung, dental care, disease signs, faith healing, health preservation, doctors, medicinal herbs, menopause, patent medicines, rehabilitation, and what to expect at the hospital

HOUSING—owner's liabilities and responsibilities, remodeling, trailers

INSURANCE—all subcategories

JOBS—employer's responsibilities, job safety, seasonal jobs and unions

RELATING TO OTHERS—public speaking and writing a letter

RELOCATION SKILLS—all subcategories

TAXES—all subcategories

A bibliography was produced as a result of the West Virginia assessment.

How Were Specific Titles Selected?

After assessments disclosed the gaps, easily read coping skills titles to fill the gaps were found in several ways:

1. Outside experts who were knowledgeable about materials for the adult new reader were consulted. Helen Lyman of the University of Wisconsin Library School and Marie Davis and Melissa Forinash of Free Philadelphia Library were particularly helpful.

2. State and local library staff who were involved in special projects for the disadvantaged were consulted.

3. AAEC proejct staffs shared with each other what they learned about appropriate materials.

4. Library and adult education literature was searched by the project staffs for information about special projects and materials for adult new readers. It was discovered that dissemination of information about special services for disadvantaged adults is limited. E. Frances Brown's book *Library Services for the Disadvantaged* was useful.

5. Project staff visited exemplary sites, such as Right-to-Read projects, serving the adult new reader.

6. Project staff reviewed available bibliographies and shopped from catalogs from publishers known to produce easily read materials for adults. They reviewed easily read coping skill materials for their usefulness. The bibliography from the Philadelphia Free Library's PIVOT project and Helen Lyman's bibliography were particularly useful, the latter especially for urban blacks.

Figure 4 gives the project directors' evaluations of the tools they used for materials selection.

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V = valuable
U = useful
N = not useful

Figure 4

Usefulness of Tools for Materials Selection

	AL	KY	SC	WV
American Libraries Reviews				N
An Annotated Bibliography of Adult Basic Education & Related Library Materials			U	
Associated Educational Materials Co.				N
Baker & Taylor Co.			U	
Bibliographies of James Johnson			U	
Bibliography of Literacy Materials, Adult Reading Center, Kalamazoo Library System, 1967	U			
Book Bait				V
Books for Adults Beginning to Read, ALA, 1967	U		U	
Boston Public Library's Materials for Basic Adult Readers			U	
Cambridge Book Co.		U		
Genevieve Casey Department of Library Science Wayne State University Detroit, MI				V
Channing L. Bete Co.			V	
Children's Press			V	
Committee on Reading Improvement for Adults, ALA Adult Services Division		U		
Consumer Product Information Washington, DC		V		
Continental Press Inc.			U	
David Cutlip Bailey, Inc.				N
Doubleday			U	
Ed-U Press			V	
Educational Materials File				V
E.M. Hale & Co.			U	
ERIC Reports Washington, DC		V		
Eye-Gate House		U		
Farrar, Strauss, & Girons, Inc.			N	
Fawcett			U	
Fiction Catalog		U		
Follet Publishing Co.		U	U	
Frank E. Richards Pub. Co., Inc.			U	
Free and Inexpensive Learning Materials	U			
Free for Teens				V
Free Library of Philadelphia			V	
Garrard Publishing Co.			U	
Gift to the Library				U
Good Reading for Poor Readers				U
Groliers		V	U	
Guide to Using ABE Materials at the Lansing Public Library			U	
Harper & Row			U	
High Interest—Easy Reading for Junior and Senior High School Students, National Countil of Teachers Citation Press 1972	U			
Hooked on Books			V	U
Junior High School Catalog	U		U	
Leaflets published by the Public Library of the District of Columbia	U			
Library Journal Reviews				U
Library Materials in Service to the Adult New Reader (Helen Lyman) Bibliography	V		U	U
Library Materials in Service to the Adult New Reader (Helen Lyman Workshop, University of Wisconsin, Library School, Madison, Wisconsin,				U
Local Book Stores	U		V	
Lyman, Helen				V
McGraw-Hill				U
National Consumer Finance Association			U	
National Multi-Media Materials			U	
New Books Preview Bulletin		V		
New Careers		U		
New Dimensions Publishing Co.			U	
New Readers Press		U	V	
News for You			V	
Noble & Noble			U	

	AL	KY	SC	WV
Northside Unit of Family Education Association			U	
Other project directors				V
Over 2,000 Free Publications (U.S. Governemtn Pamphlet)				U
Public Library Catalog		U		
Publishers	U			
Reader Development Collection, Atlanta Public Library	U			
Readers Digest Services		U		
Reading Development Books, District of Columbia Public Library, 1970	U			
Reading Is Fundamental			U	
Reading Specialists				V
Scholastic			U	V
School and Library Catalog 72		U		
Special Education Catalog		U		
Standard Catalog for High School Libraries			U	
Steck-Vaughn			N	
Students' Requests				V
Suggested Books for Beginning Adult Readers			U	
Supplementary Reading for Adult Basic Education Courses, Alabama Public Library Service 1972	U			
We Build Together			U	
Whole Earth Catalog				U
Wilson Library Bulletin				V
World of Books		U		

How Were Materials Acquired and Processed?

Because it was important to meet clients' information needs as quickly as possible—to help them solve problems as well as to win their confidence—the projects developed time-saving alternatives to the usual methods of acquiring and processing materials.

The time lag between ordering and receiving materials is a continuous problem, exaggerated in a one year project. To compensate the projects ordered many print and nonprint materials, particularly pamphlets, directly from the publisher, bypassing the jobbers.

Staff members also went to local book distribution centers and local book stores to evaluate and select materials themselves.

To save time in processing, three projects—Kentucky, South Carolina and Alabama—assigned one staff member the responsibility of processing project materials, with help from the existing library staffs. In West Virginia, the cataloging department of the Huntington Public Library processed project materials, giving them priority over other materials. Each site developed its own system for cataloging, processing, and shelving the materials acquired for the project.

Alabama

The Alabama Library-ABE proejct did its own cataloging and processing of materials because the Birmingham Public Library cataloging department could not quickly handle the initial large influx of project materials which needed rapid processing for rapid availability.

Project field representatives did most of the cataloging. An author card was typed for each piece of material received and arranged alphabetically by author in a card catalog file. All materials received were stamped on p. 49 with Birmingham Public Library information. No title or subject library cards were made. Information on the author card included author, title, price, source, copyright date, Dewey number, format, reading level, and coping skill category and subcategory.

The development of the Birmingham Public Library's Bibliography of Materials for Adult New Readers necessitated that the author file be arranged alphabetically by coping skill category and then alphabetized by author under each category. The file was reorganized alphabetically by author upon completion of the bibliography. In retrospect project staff feel two cards files—one alphabetically by author and another by coping skill—would have been appropriate. Pasted in each piece of material received was a card pocket with two cards: an orange card with bibliographical data, reading level, and coping skill category including the ABE center to which the book was to be circulated; and a white card to serve as the charging card, with bibliographic information, reading level, and space for the borrower's name and check-out date. At the time of check-out, both cards were removed and filed separately so the staff would know the borrower's name and where the material was located.

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Kentucky

The materials selected by the Kentucky Library--ABE project were cataloged by the project staff librarian, who developed two separate card files for the separate project materials. One file was arranged alphabetically by title in coping skill category and subcategory with title, author, format, reading level, source, price, and annotation. Another card file was arranged alphabetically by author with author, title, publisher, copyright date, price, Dewey decimal number, and format. No shelf list was made, but the number of duplicate copies was indicated on the author file card.

All pamphlets were cataloged in both files, although very thin pamphlets were not pocketed, but were usually given away. Media materials were processed like print materials, with cards being interfiled with print materials. A file of order sheets and invoices was also kept. Pasted into each piece of material received was a card pocket containing one checkout card. Information on the pocket card included title, author, and Dewey number (reading level and coping skill category were not indicated). Each piece of material was stamped three times (front, back, and pocket) with an "ABE-Public Library Project Floyd County Board of Education" stamp.

Adult easy to read project materials were shelved separately by coping skill category in the reference room of the Floyd County Public Library. The majority of purchased materials went on the bookmobile where they were interfiled with the bookmobile collection.

South Carolina

The South Carolina project staff's main priority was to make materials available to ABE students as rapidly as possible. Both project materials selection and processing reflect this priority. Special easy to read adult materials selected and received were shelved by subject areas closely related to the Dewey classification system.

Each field representative selected materials for his/her assigned service area from this general shelf collection, basing selection decisions on the information wants and needs of the students being served. Smaller separate collections were taken to the individual centers being served and either left or moved back and forth from project office to service center. Each field representative was responsible for the materials s/he selected and initially had students check out materials by signing a checkout sheet. This process was later changed to a borrower's card-pocket system. There was no return time designated for materials checked out nor was there an overdue fine system.

West Virginia

Project materials in the West Virginia demonstration were cataloged by the cataloging department of the Western Counties Regional Library. The only deviation from traditional cataloging procedures was the coding (with an A) of Library-ABE project materials. Pamphlet materials were given a Sears List subject heading and placed in the Vertical File which is alphabetized by subject headings. Project-selected films and filmstrips were not cataloged but were included in the annotated list of available media materials periodically prepared by the Huntington Library.

Processing special project materials using traditional methods and shelving them in the general collection limited their availability and usability to both project staff and particularly to ABE students, because of the time spent in cataloging, shelving, and retrieving for circulation.

IN WHAT AREAS IS THERE A LACK OF PUBLISHED MATERIALS FOR ADULT NEW READERS?

Needs for certain kinds of materials, the availability of materials, and the selection of materials varied among the projects. Generally, however, it was found that materials on less controversial, personal, adult subjects are available, while easily read materials are lacking in the areas of abortion, birth control, child care, personal hygiene, death, funerals, wills, home repair, low cost housing, getting along with neighbors, and legal rights and responsibilities. Generally, too, paperbacks and pamphlets in coping skill areas were available, but less ephemeral hardback books and nonprint were hard to find.

The Alabama project had difficulty finding very easy to read materials in all adult problem areas, particularly Advocacy, Aging, and Children. The South Carolina project had trouble locating materials on Relocation (Moving) Skills. Advocacy and Health—especially abortion, birth control, and venereal disease—were subjects in which easily read materials were hard to find for West Virginia clients.

The AAEC, in the development of the *Coping Skills Materials List,* a bibliography of available print and nonprint materials in the coping skills categories, was able to find appropriate material in nearly all of the categories, but found that the number of appropriate available selections was limited.

Print materials which were readily available were in already well researched areas: child development, adolescence, child health care, retardation, and sex education under the major category, Children. Citizenship and naturalization information and governmental information on the local state, and national levels were available for the Community category. Under Education, many materials were found in the subcategory, locating information. In the Family category, information on marriage roles abounds, as does leisure information in the areas of handicrafts, hobbies, outdoor recreation, and sports. A great deal of information on nutrition is available, but little on how to obtain and select medical services. Home management ideas are abundant but not ideas on how to remodel your home, or on the pros and cons of mobile homes. Specific information on occupations is everywhere, but not information on how to find, get, or keep a job.

Appropriate nonprint materials are difficult to locate—even in areas where print materials are available. Both print and nonprint informaton for disadvantaged adults is needed in the areas of Advocacy, Aging, Relocation Skills, Taxes, and Transportation.

The search for appropriate materials pointed to the need for general reference works of materials for disadvantaged adults. In addition to the *AAEC Coping Skills Materials List,* the *Leisure Reading Selection Guide* and the *Coping Skills Materials Master Source List* were developed to help fill that need.

DOES THE COORDINATION OF SERVICES PROVIDE FOR THE APPLICATION OF BASIC SKILLS TO A READING HABIT FOR SOLVING PROBLEMS?

One of the problems the coordination of services was attempting to solve was one with which ABE personnel are familiar: ABE clients may develop reading skills to a high functional level in adult basic education programs, but unless these skills are applied continuously, they are forgotten. And unless they are applied to help solve other problems of disadvantagement, they are of little practical use. An assumption of the demonstrations was that the provision of materials and library services to ABE clients during the course of their skills development would provide an opportunity for the application of skills both to reinforce those skills and to develop the ability to find and use information for solving problems. The case studies seem to show that, at least in some individuals, those assumptions were borne out. They illustrate ways in which ABE clients were able to solve problems in many different areas of their lives through applying reading skills to materials that dealt with those problems. (See Appendices.) Follow-up studies over a period of years would be necessary to determine to what extent that application became a habit in the person's life, and to what extent his/her children were influenced by the habit.

Recommendation

A great deal more attention and study needs to be devoted to methods of teaching disadvantaged adults to define their everyday problems as information needs. The Thomas Childers study of the literature listed in the bibliography, gives clear indications of the need. (Also see Volume II of the report for further discussion.)

SUMMARY OF FINAL REPORTS FOUR DEMONSTRATION PROJECTS

Each of the four project sites submitted, at the end of the first demonstration year, a detail report of its activities. Those reports, available from the AAEC, are summarized briefly in the following pages. The summary of the four state reports is divided into the following areas:

Recruitment
Materials
ABE Teachers
Librarians
Library Cards
Displays
Student Orientation to the Library
Delivery
Community Referral
ABE in Library

Summaries of each projects' activities in each area are arranged in columns by state. Quotations from the reports about impact, findings, successes, and problems appear in a separate column.

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RECRUITMENT AND PROMOTION

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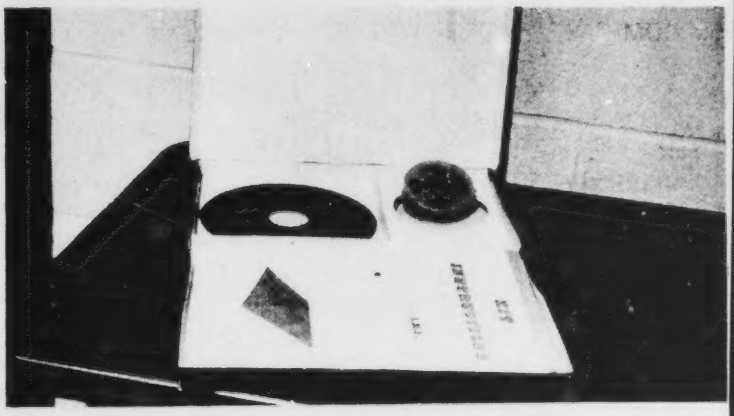
	Alabama	Kentucky
THE MEDIA	The ABE recruitment kit developed by the AAEC was used. The staff designed posters and leaflets, and sent them to branch libraries, to community leaders, and to anyone who inquired about the project. The staff presented programs to the community council, appeared on television and radio talk shows, and provided articles for newspapers and newsletters.	Local newspapers and radio stations publicized the project.
DOOR-TO-DOOR	Staff and volunteers recruited door-to-door for ABE and the library, giving out "special introduction" cards to be taken to the public library. Response was good. Those who were visited spread the word to friends and relatives.	Part-time staff members visited the homes of 550 prospective ABE clients identified from school dropout records and other community information. They took with them pamphlets on library materials and services, and leaflets giving the community bookmobile schedule. Bookmobile and library use increased sharply after the visits.
VOLUNTEERS	Volunteers were recruited and were trained to recruit for the project. Recruiting the volunteers themselves was difficult. Consultants trained staff and volunteers in recruitment techniques.	
COMMUNITY CONTACTS	A sixteen-member project advisory board, including two ABE students, and chaired by the director of the state library service, helped solve problems, and promoted the project by setting up radio and television spots and disseminating information about the project in their contacts with community leaders and groups. A slide presentation of project activities was shown to civic organizations and at the state library association meeting. The state directors of both adult education and libraries have publicized the project statewide.	Project staff members attended the monthly interagency meetings of community groups to keep them involved with the project. Several agencies began referring clients to ABE.

South Carolina	West Virginia	COMMENTS
Brochures for recruiting were sent to clients and community contacts, and radio and television spots were used.	Newspaper notices and articles, television and radio announcements, and recruitment/promotion flyers were used. Canned recruitment spots from the Mulvey and Bexar County recruitment packages were aired on TV and radio. Recruitment flyers were sent to ministers in target areas for distribution, to supermarkets in target areas to be put in grocery bags, to students in grade school to take home to their parents, and to ABE students to give their neighbors.	"Recruitment to the library program meant recruitment to the adult basic education program and to the library."—SC "After using several methods of recruiting clients—door-to-door, word of mouth, radio announcements, telecasts, parties, contacting influential community leaders, and sending brochures—the staff members found that word of mouth was the most effective method of recruitment. We hope to have regular radio and television spots with students describing their experience in adult classes."—SC
Project staff did some door-to-door recruiting, but concentrated more on recruitment through community leaders.	Some door-to-door recruiting was done by volunteers.	
Volunteers were available in some centers from the University of South Carolina's School of Library Services.	Representatives of the Volunteer Bureau, Homemakers Clubs, CAO, RIF, and church groups were contacted to enlist volunteers for recruitment. Competition with November elections and the United Fund campaign limited the number of available volunteers. Consultants trained volunteers in recruitment techniques.	
A community survey revealed the areas where recruitment was needed most. Project staff and the bookmobile librarian contacted leaders in those communities to encourage them to recruit the undereducated adults they worked with. Ministers and their wives, teachers, store owners, and OEO workers were very helpful. Conversations with community leaders created awareness of the importance of the project, and opened doors for project presentations to community groups and on local television shows.		

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RECRUITMENT AND PROMOTION

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	Alabama	Kentucky
OTHER	Day-to-day contacts and personal conversations proved very important to both recruitment and promotion.	
COSTS	$804	$9,765 (includes salaries)

MATERIALS

SELECTION	Most of the materials selected were in coping skills areas, since the ABE centers already had collections of instructional materials. Other acquisitions were filmstrips, cassettes, newspapers, pamphlets, paperbacks, games, records, and ethnic materials. Cost of selecting materials, in staff time: $588.	Initial materials selection was based on bibliographies of adult materials for the disadvantaged, on coping skills categories, and on expressed student interests. Recommendations from bibliographies were compared to holdings, and purchases made to fill the gaps.
READER'S PROFILES	Readers' profiles were used to get an initial idea of what kinds of materials ABE learners needed and wanted. ABE teachers got information for the profiles during initial student interviews.	Project staff interviewed ABE clients to get pre-data on reader interests for the bookmobile librarian to use in selecting materials. Cards were developed for each student. This was important in getting materials selection and acquisition started, but the bookmobile librarian was later able to recommend purchases and select materials for people based on her personal knowledge of their needs and interests. Cost: $595.
ASSESSMENT	An assessment of holdings by coping skill area and reading level was done in the beginning of the project. Bibliographies of recommended adult materials were used to identify gaps in the collection, and to plan for a bibliography of materials for adults to be given to ABE teachers and librarians. Cost: $2,416.	

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South Carolina	West Virginia	COMMENTS
Librarians and project staff threw parties for clients and prospects. Informal recruitment by ABE clients proved most effective.		
Time spent in door-to-door recruiting (25 hours), talking to community leaders (20 hours), and parties (12 hours) cost $314.	$50	
As in the other projects, coping skill categories were the basis for much materials selection. The project selected materials for its own collection and for the library to circulate to ABE classes. Selections were based on student interests, recommendations from ABE teachers, the state department of education reading specialist, librarians experienced in adult services, and from select bibliographies and catalogs. Salary time in selection materials amounted to $11,440.	Half of the materials selection was based on the AAEC Coping Skills categories, the other half on needs and wants expressed by the adult learners. Books which the ABE students had read, re-read, and passed on to others were studied carefully. Cost: $9 for readers' profile cards.	"The interests of the adult learner are varied. Circulation figures indicate that disadvantaged adult new readers check out few books in science and history. Biographies, leisure reading, black literature, and religious materials are most read. Our findings agree with those of Helen Lyman: the new reader often reads difficult material because he is interested in the subject."—AL
		"The circulation of library materials by adult basic education students has risen every month we have been in operation."—WV
Student interests were determined through questionnaires, checklists, discussions with clients, and readers' profiles. Cost: $275, about $10 per student.	Teachers, because they had an established rapport with ABE students, were asked in their orientation session to interview students about their needs. Cost: $5 for forms.	"Librarians should consider the advice of ABE personnel in selecting materials."—WV
	An assessment of library holdings was done by coping skill category. A bibliography was developed from the assessment. Cost: $3,365 for wages.	"Because of the appropriate selection of materials, clients and teachers changed from complacency to eagerness to use the selection we offered."—SC

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MATERIALS

	Alabama	Kentucky
ACQUISITION	Most materials were ordered directly from the publisher, since many recommended titles were not available from the usual book jobbers. Cost of cataloging and processing materials: $2,291.	The project materials were purchased through the board of education from book jobbers and publishers.
BOOKMARKS		Feedback bookmarks were placed in each piece of material loaned to ABE patrons to get a reaction on its usefulness, but only 15% of the bookmarks were returned.
LIBRARY-ABE COOPERATION	Library and ABE teacher cooperation in getting information from students for materials selection was good, and opened channels of communication which were used well later and in other objectives.	Cooperation between library and ABE staffs was developed on both regional and local levels in the areas of materials selection, materials delivery, and reader guidance services.
PERSONAL CONTACT BETWEEN STAFFS AND CLIENTS	"Reader profiles involved a great amount of time in gathering information and were less useful than our personal contacts."	The projects agreed that the personal contact of ABE and library staff members with individual ABE clients was the best way to get information about their needs, but that the mechanics of interviews, questionnaires, readers' profiles, and bookmarks seemed necessary to open lines of communication and to start the process of materials selection for the library's collection and for individual students.

045

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South Carolina	West Virginia	COMMENTS
Materials were ordered when necessary, but were bought from local stores, when possible, to fill client requests more quickly.	Ordering was done through regular library channels.	
	Bookmarks were used, but the clients preferred to react orally.	"Material was introduced to the individual learner on a one-to-one basis."—KY
Teachers interviewed the ABE students initially to determine their needs and gave the information to the librarians.	Teachers' interviews would not have been useful alone in selecting materials, because incoming ABE students were reluctant to state their needs or were unaware of the range of available materials. They were useful in beginning a continuing process of materials selection and assessment, of contact with students, and communication between ABE and library staffs about individual clients and their needs. Project staff, during the first half of the year, acted as intermediaries between ABE teachers and librarians, but in the second half, the groups contacted each other directly about materials.	"The coordination of staffs for this objective was our most conspicuous success."—WV
As the project progressed, selection was based increasingly on individual student needs and requests, and less on the methods described above. The project concluded that the best way to get information about student needs is through personal contact.		

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ABE TEACHERS

	Alabama	Kentucky
ORIENTATION SESSIONS	At an orientation session, ABE teachers seemed interested in the project, but wanted more clarification and information. As the project progressed, they were willing to devote more time and energy to making it work. Personal visits before beginning the project might have made things move faster.	ABE teachers at a project orientation session were introduced to the concepts of continuing education for ABE students, coping skills, and coordination of services. They were shown samples of the kind of coping skills materials and ABE instructional materials that would be available, and asked to encourage their clients to use the library's materials and services. The Area Coordinator of ABE requested a packet to assist ABE teachers in selecting library materials and using library services. Cost: $865.
LIBRARY ASSIGNMENTS IN ABE CURRICULUM	Teachers did include library activities in their curricula, assigning library tasks, and having book talks and group discussions.	Teachers assigned library tasks and encouraged library and bookmobile use.
TEACHER COOPERATION	In addition to filling out readers' profiles, teachers planned units using library materials on etiquette, travel, government, preparing income tax forms, consumer buying, and credit. Staff time spent in tutoring and instructing cost $4,212.	An AAEC questionnaire filled out by ABE teachers in the course of the project showed positive changes in their attitudes about the value of coordinating services to get knowledge and information to disadvantaged adults. Cost: $860.

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South Carolina	West Virginia	COMMENTS
At each target ABE center, project staff held in-service programs for ABE teachers, telling them about the project, and asking their cooperation.	A group orientation session was held in the beginning of the project, which established dialogue among project staff, ABE teachers and supervisors, and library staffs. A second formal meeting was held halfway through the project to discuss successes and problems. All participating ABE teachers were interviewed and given a questionnaire about the kinds of library materials and services they needed. The results were useful in selecting materials initially, and the activity of getting the information started communication with the teachers. Cost: $10 for forms.	"The ABE teachers overwhelmingly recommended the continuation of activities which were begun under this project as an important adjunct to, if not an integrated part of, the adult education program."—SC "Most teachers were receptive to the project and it took almost no persuasion to get this cooperation."—WV "The library project has furnished the ABE students with workbooks and worksheets to be used in their studies for the GED examination." —KY ABE teacher
Teachers responded by bringing their classes to the library, by making library assignments, and helping to inform clients about library materials and services. Adult clients responded by using the library, on their own as well as with the group, and for pleasure and personal interests as well as for class assignments.	Teacher-coordinators were helpful in suggesting uses of library resources to ABE teachers. Cost: $2,035 was paid to librarians and teachers to attend the sessions.	
Cooperation among teachers, teacher coordinators, libraries, and project staff was good. Twenty hours of staff time to visit ABE teachers cost $110.	ABE teachers found out student information needs, gave the librarians the reading levels of students, and cooperated with project staff in introducing library services and materials to their clients.	

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LIBRARIANS

	Alabama	Kentucky
NEEDS ASSESSMENT	A need information assessment questionnaire was administered to librarians to determine service and service role information of librarians participating in project activities.	A needs and information assessment questionnaire was filled out by librarians asking present services to disadvantaged and possible need for expansion of services to disadvantaged.
ORIENTATION	In-service training and joint orientation sessions were held by project staff to familiarize ABE teachers and librarians with project purpose and activities and to ask their assistance and cooperation in project activities.	Joint orientation sessions were held to discuss joint services and service roles at the beginning of project activities.

LIBRARY CARDS

Library borrower's cards were given to ABE students, their families, and ABE teachers. Fees were waived for those living in other municipalities. The cards were number-coded to help librarians help patrons select materials.

Seven hundred sixty-five number-coded permanent library cards were issued from the Kentucky project.

Cost of the cards was paid by the library.

DISPLAYS

An Alabama objective was "to develop displays which will be used to develop ABE students' interest in specific library materials and to improve his coping skills."

Books and posters—on getting a job, travel, fixing up the house, and great people—were displayed at the ABE Library Center and at the county adult learning center. Students reacted by checking out the materials on display and by asking for others on the topics displayed. The staff felt that this was a useful way to inform ABE students about materials available for them. Cost: $864 (time) + $26 (materials) = $890.

Coping skills and leisure reading materials were displayed at all times at the library, and ABE teachers displayed project materials in their classrooms. The project director made a rack to display pamphlets on the bookmobile.

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South Carolina	West Virginia	COMMENTS
A needs assessment of library and ABE joint services needs was done by the project director with individual librarians participating in project activities.	Librarians were interviewed to find out what they thought teachers could do to help them serve adult patrons, and what materials they thought should be acquired for disadvantaged adults.	"The most tangible results are seen when students and librarians greet each other by name."—WV
Richland County Public Library director oriented participating library staff to project activities at both the beginning and the end of the project. In retrospect, joint orientation would have created closer ties between both agencies.	Joint librarian-ABE teacher sessions were held at the beginning and end of the project year to identify each other's services and service role.	
Staff continuously asked clients if they had cards for using the Richland County Public Library. If not, cards were issued them. Clients were encouraged to use their own cards to check out books—to increase the possibilities of independent library use—rather than having staff members and ABE teachers check out the books for them, although this was done if the clients requested it.	Filling out applications for getting library cards for the whole family has become a standard part of the ABE enrollment procedure. Cards to ABE students and their families were coded with the letter "A" so librarians could help select materials and would know not to charge overdue fines to the ABE students.	"Students were much more willing to check out materials when they knew that no overdue fines would be charged."—WV
		"Generally only three or four persons in a class would have a regular card. It was also noted that few ABE teachers had library cards."—AL
	Cost: $50 per month for typing and filing library cards. The cards themselves were paid for by the library.	"Only infrequently was a card refused. Most students and their families were happy to have a card and use it."—WV
		"This objective should continue as a regular service since it requires no added funds and is part of our regular library service."
Rotating collections among the ABE centers and the project library were displayed by major category, and arranged attractively to create interest.	Special displays—including bulletin boards—were put in learning centers, libraries, and on the bookmobile.	"The ABE-Library staff feels that the displays informed the ABE student of the usefulness of the library in supplementing his education and helping him to develop coping skills."—AL
The development of an ABE instructional materials display at the central library was a project objective, which was not carried out because of lack of library space. Instructional materials were chosen for the display.		

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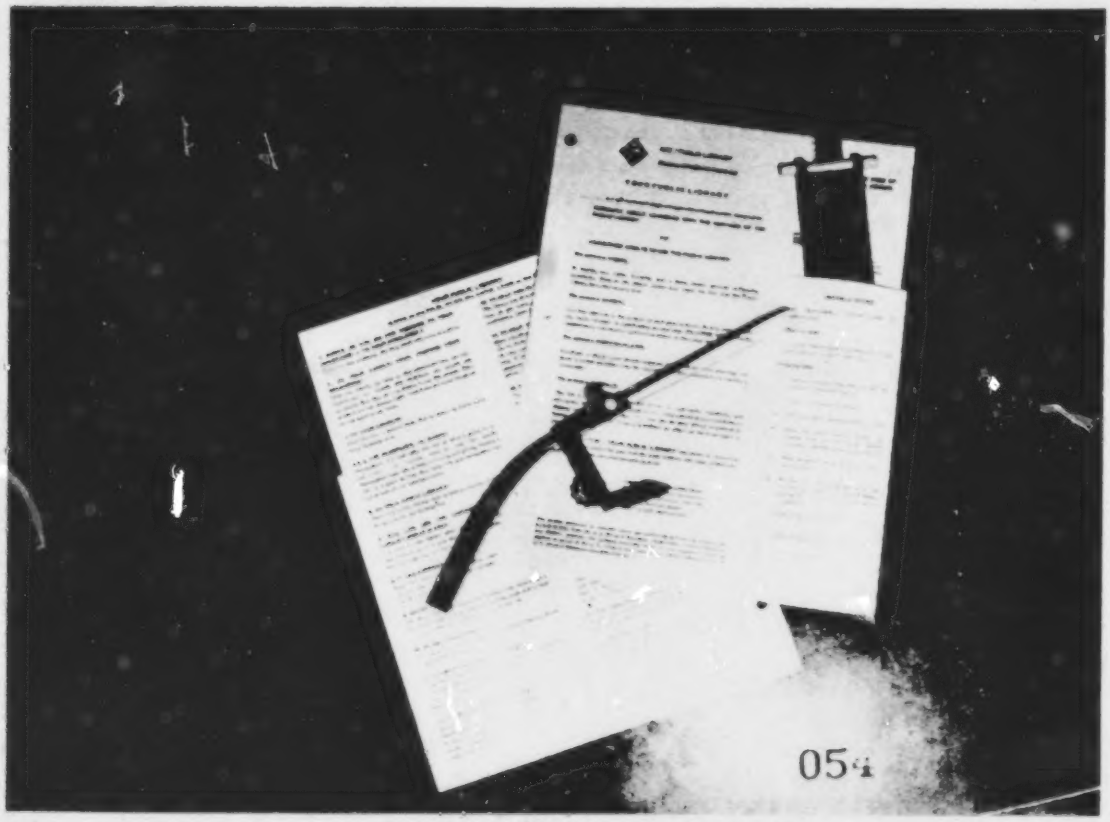
STUDENT ORIENTATION TO THE LIBRARY

	Alabama	Kentucky
LIBRARY TOURS	Seven field trips to branch libraries were arranged in advance so librarians could select appropriate materials for display. Circulation reports show that the tours influenced the ABE learner's use of materials.	Project staff arranged two ABE student visits to the library, with tours, talks about library services, materials, a slide-tape orientation, taped book reviews by ABE students, and refreshments. The students were relaxed and interested on the *second* visit, and checked out many more books than on the first visit. Cost: $765.
INDIVIDUALIZED	Person-to-person contact was the most effective method of library orientation. The library's having a wide range of materials and selections on each reading level helped capture the interest of the student, and a staff member's showing an interest in the learner's studies encouraged him to use library materials.	
OTHER		



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South Carolina	West Virginia	COMMENTS
To get ABE clients to the library once, and to show them that there was something there for them, were the first goals.		"Our staff and ABE students are now aware of the tie between adult education and the public library." —SC "In most cases the student's previous experience with libraries had been during their school years. Their idea of a library meant studying and reports."—KY
Keeping clients library-conscious was done through constant planning and preparation, getting to know individual clients and teachers, classroom visitations, programs, speakers, demonstrations, and heavy use of nonprint by ABE students. Six staffers spent 1,728 hours at centers to encourage library use. Cost: $9,504.	Project staff and ABE teachers individualized student orientation to the library, taking some clients one at a time for a personalized library tour and selection of materials.	"Our findings show that 1/2 to 2/3 of the class members had never been in a library."—WV
To acquaint ABE students with discussion techniques and to promote interest in materials, the staff arranged with ABE teachers for each class to have a monthly 30-minute book talk during class time. The talks centered around books on human problems and current social problems. Circulation of the books that were discussed increased sharply after each book talk. Cost: $154.		"Early in the project year, aides met with apathy from some classes, but as visits were repeated and staff members were very friendly, resistance on the part of the learners was overcome. The warm welcoming attitude of project staff has "broken the ice with most adult learners." "Ignorance is something like darkness. We need light constantly." —WV student "Not only have many individual students learned how useful library services can be in their everyday lives, but whole families have acquired the library habit."—WV Supervisor "The most evident and gratifying result of the project is the changed attitudes—relaxed, interested, and appreciative—of the project patrons in visiting the library."—KY "Some of our basic clients who had never been to a public library—after going and using the library—expressed great interest in returning, especially during the summer months to keep up their reading skills."—SC

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DELIVERY

BOOKMOBILE

Alabama

Kentucky

None of Floyd County's rural ABE center received library services before the project provided bookmobile services. The bookmobile went to each of eleven centers for three hours every two weeks, taking materials selected especially for the ABE learners. The community also used the bookmobile at its ABE stops. Respect for ABE increased in the community because the library served it. Cost: $21,910, for salaries and instructional supplies.

CIRCULATING COLLECTIONS

Weekly deposits of appropriate materials were taken to learning centers. Approximately ¾ of each class used the circulating collections each time. Some centers had space for leaving materials; others did not. The project staff often found that clients did not check out the materials left on shelves as readily as those brought in in a box when the students were there.

The cost of delivering materials to the centers, including the costs of library cards, making readers' profiles, and the materials themselves ($7,162) was $13,920.

MAIL

Mail delivery worked well in Floyd County, a large rural county with one library, the regional library at Prestonsburg. Mail delivery in answer to requests quickly became the primary way of moving materials, and the library plans to continue the system. Costs: $1,250.

SCHOOL LIBRARIES

The project director visited all local school librarians and was assured accessibility of all collections to ABE students and staff. Follow-up visits indicated that school facilities were used less by ABE students than were those of public libraries. Cost: $1,000.

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South Carolina	West Virginia	COMMENTS
	This project served ten ABE centers in three counties weekly. Bookmobile stops were added to serve five sites and re-arranged schedules to meet students in their areas when they could not be met at class sites. Staff time for taking materials to the ABE centers cost $15,648. (1,573 hours at $5.50/hr.) .	"In a sense, all rural-dwelling persons are disadvantaged in that they do not have real access to library facilities." Rural circulation figures in Floyd County soared with the coming of the bookmobile and books by mail.—KY
Project staff took materials to ABE centers, setting up collections in centers that had no libraries. Materials were displayed attractively, arranged by major category, and rotated among the centers and the project library. Requests for special materials from individual students were answered quickly. To coordinate on-going library and ABE services at a state mental hospital, project staff met with the hospital's librarian and ABE teachers. Since the classroom was not near the library, they took a mobile library to the classroom, with reading and picture books, games, and records. On visits to the classes, the staff had book talks, coping skill discussions, and special programs. Staff time spent in preparing programs and in selecting and delivering materials cost $836.	Rotating collections were put in three centers. The project provided materials for a learning center library in a community school.	"The students feel at ease on the bookmobile because it insures them a relaxed and informal atmosphere. They feel at home because they know here is a place where they can find a variety of good reading material on their level."—KY ABE teacher "The bookmobile project is not only serving the students of my class but the homes of my community."—KY ABE teacher "Many students were surprised that a bus carried books."—WV
	OTHER	
Speakers and films were frequent.	Two classes were encouraged to use libraries nearby. The Putnam County Community Action Program provided a bus to take students from the learning center to the library each week. Although no ABE classes were moved into libraries, important interagency cooperation was effected in one county to get ABE classes to the library regularly. Staff members met with the board of the Community Action Program to ask if the CAP bus could be used one day a week to take ABE students from the learning center to the library and back again. The board agreed, and regular bus trips began. Cost: about $50 a month.	"Many students share materials with their families, friends, and neighbors."—WV
An important objective in South Carolina was to open school libraries for ABE classes. Project staff arranged the coordination with the schools' principals, teachers, and librarians. Materials were purchased for the centers after assessments of the school collections. Costs were only for staff salaries and materials.		

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COMMUNITY REFERRAL

Alabama

Project staff developed a community referral handbook from the AAEC example. Social agencies contacted in the development of the handbook welcomed the idea. Project staff delivered copies of the handbook to ABE teachers, librarians, and to social service agencies.

It was difficult to follow up referrals. ABE teachers are often too busy to keep records of all the referrals they make, and hesitate to ask the adults about the results of the referral.

Cost: $1,350

Kentucky

The AAEC *Handbook of Services Available for Adult Students* was adapted to include services in Floyd County, and was given to the library, to all project staff members and to ABE teachers for referring adults to services.

Representatives from service agencies welcomed the handbook. Copies were sent to several community agencies. Copies were left with phone books in crossroads stores. They later showed as heavy usage as the phone books.

Cost: $775.

ABE IN LIBRARY

FAMILY LEARNING CENTER

One model center offered ABE instruction and children's story hours. Two ABE classes moved to the model center. Class members received library cards and help in finding materials.

A new center was set up in "central city," a large low-income government housing complex using resources of the county and city libraries and the county curriculum center.

The project staff arranged a tutorial program for elementary school children in cooperation with the school's principal and teachers who selected students for the program on the basis of need. Most were behind their classmates academically and emotionally. Project staff picked up the children at school and took them to the children's room at the Birmingham Public Library.

Project staff gave the children notes for their parents to sign to get library cards. Staff members visited the homes of many of the children, telling parents about the library-ABE project and available library services.

Library staff and project staff encouraged ABE teachers to meet some of their classes in the library, but none were held there.

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South Carolina	West Virginia	COMMENTS
Richland County staff and project staff developed a community information and referral handbook to use for ABE learners referral requests. The AAEC prototype was used.	The West Virginia project compiled a community services directory for their three-county area. The directory supplemented two existing directories, and all three directories were given to service agencies, libraries, ABE teachers, and project staff members for their use to refer students. Cost: $1,920.60	"This was an invaluable service to ABE students."—KY "There has not been enough time to adequately test the effectiveness of the handbook and its use by ABE teachers. However, from the feedback so far, we feel that the handbook will continue to be a very important tool in opening channels of communication among ABE personnel, library staff, and other social service organizations."—AL "Through the development of its directory the project acquainted many agencies and organization with the libraries and ABE."—WV

Note: South Carolina and West Virginia did not have ABE in library objectives.

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POSSIBILITIES OF CONTINUATION

	Alabama	Kentucky
RECRUITMENT	Because Auburn University has trained a volunteer to direct future volunteer work, door-to-door and other kinds of recruiting to library and ABE services can continue.	Continuation of this project's expensive but effective door-to-door recruiting must depend on additional funding, cooperation with other agencies visiting homes, or use of volunteers.
MATERIALS	Because of the assessment of the complete library collection by reading level and coping skills, the library staff can now assess new acquisitions as they arrive. The bibliography developed from the assessment can continue to be useful in selecting materials. Use of reader profiles has been abandoned as too time-consuming.	The library has acquired many coping skills materials for its collection, and its staff members will continue to work with ABE teachers and students to match the materials to people's needs.
ABE COOPERATION	Assigning library tasks, encouraging library use, and using library materials strengthens the ABE curriculum. Teachers are likely to continue these activities. Ideally, they would become standard parts of ABE curricula and teacher training. Although joint efforts by the project and the county economic opportunity council failed to develop a new ABE class, the cooperation established was valuable: the library and the council are planning cooperative programs in the new community building.	The ABE teachers often requested library materials for their classes, and liked the new services. They will continue using library materials, assigning library tasks, and encouraging library use.
STUDENT ORIENTATION	Library tours, materials, and services have changed ABE students' attitudes toward the library. Those students and their families will probably continue to use the library, and may influence incoming ABE clients and friends to do so. But new orientations will be needed as ABE classes change. A trained volunteer liaison between an ABE class and the library would make continuation easier.	Organized ABE class visits to the library were useful. Paying for transportation would be the only problem for ABE teachers and librarians to continue this objective without project help.

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South Carolina	West Virginia
The library will continue recruiting its new client group: ABE students and their families. ABE will continue recruiting its clients to the library.	Since joint efforts to start a volunteer recruitment program failed, ABE and the library will do their recruiting independently, making mutual referrals.
The Richland County Public Library plans to continue the project's activities of selecting materials for disadvantaged adults from recommendations of the AAEC and the Helen Lyman project, and of matching materials to individual client needs.	ABE teachers have made finding out the materials needs of their clients a routine part of ABE. ABE and library staffs will probably work closely together to get the right materials to the right people. Acquisitions are assessed as they arrive for their usefulness to disadvantaged adults.
Response to this ABE-initiated project from ABE teachers and administrators has been good. They are likely to continue bringing classes to the library, assigning library tasks, and helping in library orientation.	Librarians can continue using the project forms to get materials requests from the teachers. Communication will probably continue, but in less formal ways.
The library plans to keep school principals, literacy groups, church groups, urban league, and vocational schools, as well as ABE classes, involved in joint efforts at library orientation, working together to arrange tours and joint services.	ABE teachers welcomed the project, and will continue to make library orientation and use parts of their ABE work.

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LIBRARY CARDS	ABE teachers and librarians can easily continue issuing special fee-free library cards to all ABE students and their families.	Special library cards for ABE students were inexpensive and good for circulation, so that service is likely to continue.
DISPLAYS	Displays seemed to help attract ABE students to materials. The library can continue to make displays with the materials purchased by the project.	The bookmobile has a permanent display rack for coping skills pamphlets. The library will continue to display easily read coping skill and instructive materials.
DELIVERY	An aide who could select and circulate materials for inmates could help ABE teachers continue services to jails. The ABE teachers—encouraged to start the service by the project—can also continue on their own.	The Kentucky Department of Libraries is now providing funds to continue the project's bookmobile services to eleven ABE centers. The library plans to continue the project-initiated books-by-mail service.
COMMUNITY REFERRAL	The projects agreed on the possibilities for continuation of the community referral services. Developing and distributing the community referral handbook opened communication among libraries, ABE, and service agencies. Those channels can be used in making referrals and in updating the handbook depending on the continuing interest of all the agencies.	

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The library issued cards to ABE clients who did not have them. ABE teachers can help their clients apply for and get library cards.	Issuing special borrowers' cards to ABE students and their families was an inexpensive service that increased the library's circulation: it will probably continue.
The ABE instructional materials purchased by the project can be displayed in the library and used by ABE learners	Materials and space are available for librarians and/or ABE teachers to continue the displays the project staff made.
Project staff services to mental institutions will end with the demonstration, but the intervention has started cooperation between the ABE teacher and the librarian there. The Board of Education is paying for the school libraries to stay open at night for ABE classes.	Materials and methods are there for continuing rotating collections to ABE centers, but arrangements must be made for who will deliver them—the bookmobile librarian, the ABE teacher, a library staff member, volunteer. Use of the CAP bus can continue without the project if ABE, library, and CAP personnel are willing, and if one of the agencies can pay the costs ($50 a month) for the gas and driver.

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1972 - 1973 IN-KIND CONTRIBUTIONS

		ALABAMA		KENTUCKY	
100	ADMINISTRATION		287		4,720
	Local Supervision	AL Pub. Lib.- Staff Time	287	Floyd Co. Board	4,720
	Travel				
	Clerical				
	Contracted Services				
	Staff Office Supplies				
	Other Allowable Items				
200	INSTRUCTION		12,000		5,000
	Instructional Salaries	State Dept.	5,000	State Lib.	2,500
	Guidance & Counseling				
	Travel	State Dept.	500	State Lib.	500
	Contracted Services				
	Travel				
	Textbooks				
	Purchase of Reference Books	State Lib.- Book Loan	1,000		
	Instructional Supplies	State Dept.	5,500	State Lib.	2,000
500	STUDENT TRANSPORTATION SERVICE				
600	OPERATION OF PLANT				9,010
	Custodial or Janitorial Salaries			Floyd Co. Board	2,000
	Heat for Buildings				
	Utilities (inc. telephone)			Floyd Co. Board	7,010
	Custodial Supplies				
700	MAINTENANCE				500
	Equipment (Repair Inst. Equip.)			Floyd Co. Board	500
	Rental of Equip.				
	Other Maintenance & Repairs				
800	FIXED CHARGES				
	Emp. Share-Emp. Benefits				
	Rental of Non-Public Space				
	Other Fixed Charges				
1200	CAPITAL OUTLAY		1,000		200
	Equipment Purchase	State Dept.	1,000	State Lib.	200
	Remodeling				
	TOTAL IN-KIND		13,287		19,430

FROM LIBRARY DEMONSTRATION SITES

WEST VIRGINIA		SOUTH CAROLINA		TOTALS
	8,610		10,795	24,413
SDE-WV Lib. Com. & Local Lib.	7,500	SDE-State Lib.- Richland Co. Board	10,795	23,302
SDE WV Lib. Com.	360			360
Local Lib.	500			500
Local Lib.	250			250
	26,500		14,000	57,500
5-12% reg. staff time	16,000			24,300
40 x 4 hrs. x $5/hr.	800			
	200			1,200
Loc. Lib. 7,000				
WV Lib. Com. 1,000		State Lib.	10,000	11,000
SDE 1,500	9,500	SDE	4,000	21,000
Putnam Co. CAP Bus	1,000			1,000
CAP Bus				
	500		600	10,110
Local Lib.	200	Richland Co. Dist. 1	250	2,450
Local Lib.	250	Richland Co. Dist. 1	100	350
				7,010
Local Lib.	50	Richland Co. Dist. 1	250	300
	500		160	1,160
		Richland Co. Dist. 1	100	600
		Richland Co. Dist. 1	60	60
Local Lib. Gas & oil	500			500
	4,100			4,100
	4,100			4,100
	4,000		420	5,620
WV Lib. Com- Mini-Van	4,000	Richland Co. Dist. 1	420	5,620
	45,210		25,975	103,902

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HOW DID THE AAEC STUDY INFLUENCE THE LIBRARY AND ADULT EDUCATION WORLDS?

One of the results of the AAEC project is the catalytic effect it has had upon library-ABE relationships at the state and local levels. At the time that the AAEC began to develop the sites, only one state librarian was actually working with the state director of adult education (Alabama). In a second state (South Carolina), there had been some negotiations toward a future working relationship. In several states where the AAEC has developed or attempted to develop sites or simply acted as a consultant, the project has introduced the state librarian and state director of adult education to each other for the first time. This has been true at every local site.

The results of these new working relationships have spread far beyond the model centers.

Alabama

The already active relationship has cemented its ties. The two state agencies had already developed home study kits for adults living in poverty-stricken counties with no library nor ABE services. At the request of the state, the AAEC trained at its Ohio site an ABE paraprofessional home teacher to work out of a bookmobile. The Center also trained, as requested, a state library field service representative as a trainer of home study paraprofessional ABE teachers. The Alabama Public Library Services (APLS) has come to rely heavily on the southwest regional ABE coordinator, who has been instrumental in developing county libraries where no services previously existed.

In a telephone interview, Norman Parker, the Alabama State Director of Adult Education, listed two general and one specific kinds of impact the AAEC has had in his state:

1. The concept of public libraries and ABE programs offering coordinated services has spread to other rural and urban areas around the state.

2. Where the coordinated services occur—ABE enrollment increases—in one rural site it tripled.

3. Where there are mobile adult learning centers, they now carry and check out public library materials.

Kentucky

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The following is the text of a letter dated April 27, 1973, from Harlan Stubbs, Supervisor in the Kentucky Adult Education Unit.

Kentucky—ABE-Library Project

The following is a brief resume expressing the views of the Adult Education Unit, Kentucky Department of Education, concerning the ABE-Library Project conducted in Floyd County, Kentucky, and sponsored by the Appalachian Adult Education Center at Morehead State University.

For the past eight years Floyd County has conducted one of the largest and most progressive Adult Basic Education programs in Eastern Kentucky. During fiscal year 1972-73 this program was expanded in many areas through the use of a federal grant approved under the direction of the Appalachian Adult Education Center (AAEC). Floyd County was one, along with three other sites from the appalachian area, selected to participate as a demonstration project. The main objective was to find out if the public libraries and Adult Basic Education programs could work together at the state and local levels in providing needed services to adults—ages 16 and over with less than a high school diploma. Several lesser objectives with activities designed to reach those objectives were conducted in the Floyd County project which were useful to the Adult Education program. Some of the activities were as follows:

1) Many adult students were introduced to the public library services for the first time in their lives through the use of a Bookmobile and a visit to the local regional library at Prestonsburg.

2) ABE teachers were helped by the use of the Bookmobile as a delivery system of printed and non-printed materials.

3) A general reading list was provided to the ABE program.

4) Door to door visitation to disadvantaged adults to recruit them for ABE

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programs and to use public libraries was made possible by the use of a Bookmobile and trained staff.

5) ABE staff gave assistance to librarians on reading interests and needs of adult clients.

6) ABE staff provided library orientation and library tasks as a part of the ABE curriculum.

7) ABE staff provided assistance to librarians in determining reading levels of individual students and of materials.

Some direct benefits of this project have been the following:

1) The ABE program has had a slight increase in enrollment this year over previous year.

2) A wider variety of instructional materials have been used by ABE teachers.

3) The holding power of the ABE program is improved.

Should this project be funded to continue for another year there are some other activities, in addition to those accomplished this year, that might be considered. They are:

1) The use of the Bookmobile as a type of mobile mini-lab, with a variety of software programmed materials available to students in an individualized learning situation.

2) The use of trained personnel as homebound instructors

3) Space could be made available at the local-regional library in Prestonsburg for either a classroom or mini-learning center.

In addition, some of the useful activities accomplished during the first year of the project should be continued such as:

1) Bookmobile visits to ABE classes.

2) Library orientation and tasks as part of the ABE curriculum.

3) A visit to the regional library by adults who have never been inside of a library.

South Carolina

Prior to the AAEC project, negotiations had been opened between the state library and state department of education concerning the placement of adult learning centers in county libraries which had room for them. Spurred by the project, this has been occurring in several South Carolina counties. In addition, many school libraries around the state have became interested in working with ABE.

In a telephone interview, J. K. East, the South Carolina State Director of Adult Education cited the following items of impact from the AAEC project:

1. The concept of public libraries and ABE programs offering coordinated services has spread to other rural and urban areas around the state.

2. Disadvantaged adult learners do not normally come knocking on library doors. Local ABE staffs report that coordinated services have:

   a. opened the eyes of adult learners to the services of public libraries

   b. influenced ABE studnets to read more

   c. done something positive for the ego, i.e., the self-esteem, of the adult learners

   d. been useful to the ABE teachers in developing relevant curricula.

West Virginia

One result of the AAEC project was a ruling on the part of the West Virginia Library Commission that no new libraries will be built in West Virginia that do not provide room for an adult learning center.

In a telephone interview Lowell Knight, the West Virginia State Director of Adult Education, cited the following impact of the AAEC project:

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1. There has been a definite increase in the interest of adult students in the library. They are reading more and are beginning to use all of the library services, not just those provided by the model center.

2. The project has created more interest in ABE teachers in widening their curricula.

At the national level a few specific instances out of many may indicate the influence of the AAEC library/ABE demonstration.

1. From the "Recommendations of the Library Development Committee, Southeastern Library Association, 1973 Workshop."

   8. That the Program Committee avail itself of the expertise developed by the Appalachian Adult Basic Education Center at Morehead, Kentucky in the areas of materials and services for the disadvantaged adult reader.

2. As a result of the presentation of the four site directors in Las Vegas at the ALA meeting of the Reference and Adult Services Division, the AAEC made contact with and was able substantially to help the development of the Library-Right-to-Read project in Dardenelles, Arkansas.

3. The Alaska and Maryland State Libraries report that they are beginning to implement coordinated Library-ABE services based upon materials disseminated by the AAEC.

4. The Florida State Library reports expanded services to disadvantaged adults as the result of exposure to Helen Lyman's Ford Foundation-sponsored workshop on services to adult new readers. One AAEC project director and one Center staff member were among the resource people for the workshop.

IN WHAT WAYS DID THE AAEC STUDY FAIL?

The AAEC had two problems it could not resolve: (1) the measurement of the growth of the coping skills of disadvantaged adults, (2) the initiation of a model center in Pennsylvania.

Measurement of Coping Skills

At the time the original proposal was written, it was reasoned that adult education for disadvantaged adults was composed of two basic elements: academic skills and coping skills. It was also reasoned that it would be extremely difficult to sift out the impact of library-ABE coordinated services as separate from the impact of ABE instruction on the reading achievement of disadvantaged adults. It was further reasoned that the main benefits of library-ABE coordination for the undereducated adult were (1) solidification or reinforcement of reading skills through the reinforcement of reading, not necessarily growth in skills; and (2) growth of coping skills. The AAEC decided to concentrate on coping skills. Therefore, it proposed to measure the impact of its services in this area on its target audience. The plan was to develop a Coping Skills Inventory for the pre- and post-testing of the ABE students who were offered the combined library-ABE services.

At the time of the Coping Skills Conference in September, 1972, the AAEC received a strong unanimous negative vote against such an inventory from all of its consultants. Their position was concerned with:

1. Definition: They did not feel enough was known about coping skills to be able to assess the skills important to the upward mobility or increased life comfort of disadvantaged adults. What one cannot define, they said, one cannot measure.

2. Individuality: They pointed out that to presume to come up with a set list of coping skills that everybody should know would be to neglec the differences in people's lives. It would be paramount to stating that the lives, for example, a fifty-five year old Mexican-American grandmother, a seventeen year old male rural Appalachian drop-out, a thirty-five year old male urban black blue-collar worker, and an ADC mother are similar enough so that they need common information and education for upward mobility.

3. Time: They also pointed out that even if the first assumption were true—that there were certain fundamental coping skills that we all need which the disadvantaged lack—virtually no one would grow across all of the coping skills areas within a given time frame, i.e., the one fiscal year of the demonstration. They further pointed out that

while change in just one coping skills area could contribute to a dramatic change in life style for an individual, that one coping skill as only one item on a coping skills inventory would appear to evidence only minimal impact from services. Further, they pointed out that there is frequently a time lag between learning and the application of learning. The coordinated library/ABE services could easily have the desired impact on the quality of life of individual adult learners but that impact would not be quantifiable within the program year. The AAEC staff was reminded, as it frequently is, that human growth is not programmed in fiscal year increments.

Based upon these objections, the AAEC decided to abandon the quest for a Coping Skills Inventory and find an alternative path for ascertaining impact on quality of life of the project services. The result was the case studies, collected with a standard format systematically across the four sites. (Appendix B).

Pennsylvania

During the planning of the demonstration, the AAEC decided to go to the following states: Alabama, Kentucky, South Carolina, and Pennsylvania. Pennsylvania was selected because the AAEC had had only one project there, and had been repeatedly invited to be more involved with the state by the adult education department. Also, the state library was most enthusiastic and cooperative. Attempts were made to establish a model center at two locations in Pennsylvania to no avail. The reasons for these failures may give some guidance to others attempting to coordinate public library and ABE services for disadvantaged adults.

The format for the Pennsylvania center was to be Rural Library. Since the AAEC had not proposed to initiate but to coordinate services, both library services and an ABE program had to exist at potential sites. As luck would have it, in Pennsylvania the rural communities seemed to boast either strong library services or a strong ABE program, but seldom both in the same place. This meant there were very few places from which the state library could select a model center site.

The first site selected had an extremely capable and creative paraprofessional head librarian (this must be stressed) and an extremely enthusiastic superintendent of schools with an obvious commitment to adult education. The preliminary negotiations and agreements were all very positive. However, during the two-day planning session several things went awry.

First, it will be recalled that one of the original selection criteria for the project directors was a Master's degree. The little town in question simply had no unemployed professional librarians. However, the regional librarian pointed out that a neighboring town did have a school librarian who might be persuaded to take the job. There were three things wrong with this: (1) the paraprofessional head librarian was extremely threatened by the thought of supervising a professional librarian; (2) historically the neighboring town happened always to have been in intense competition with the model center town. ("They think they're better than we are."); and (3) the friction that sometimes occurs between school librarians and public librarians popped up.

Second, the beautiful little library in question had been built in 1901 and had never been extended. Every possble nook and cranny was in use. To acquire new materials and staff for the disadvantaged would require housing both away from the library—which, it was decided, would defeat the purpose of the project.

Finally, the time press for mounting an operational program (by September so that there would be sufficient demonstration time) defeated the already overworked and small library staff and its head librarian, the latter in uncertain health.

They decided they could not do the project. The head librarian said, "Let us get a new library first. Then we can expand services."

It is probable that the change agent system developed in the second year of this project (to be reported in June, 1974) would have been more appropriate to this site than a full-blown demonstration. That system (a) reviews the community disadvantagement, resources, and service gaps and (b) designs services in keeping with staff time, funding, facilities, and the local political climate (which in this case was most positive). This system would have allowed this library and ABE program to start small and grow over a number of years.

The second site was a new library in the Pennsylvania county with the lowest mean years of education and the next highest unemployment rate in the state. The decision to sink local funds into a

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rather large two-story building to the exclusion of outreach (bookmobile) services had been resisted in vain by the state library. The head librarian held a Master's degree and was extremely capable. The local adult education center had been cited nationally for its outstanding program. The initial work statement was developed with the aid of two AAEC staff members and all of the library board of trustees. All seemed to be equally enthusiastic. However, when the AAEC returned for the two-day planning meeting, it was to be told that the board of trustees had reversed its decision the previous evening. It would not engage in the demonstration.

Since the AAEC was there and would not be able to return immediately to Morehead, the staff decided to investigate the reasons for the abrupt change of mind. They seemed to be four:

1. The library staff and advisors were not particularly interested in the outreach services which the AAEC considers to be essential in service to disadvantaged adult and had expounded upon at the first meeting.

2. It had become apparent that the duties of the project director were of such a magnitude that they could not be handled by the head librarian. It transpired that the board had hoped through project funding to augment the salary of the head librarian, whom they all admired.

3. The head librarian said she preferred to serve the teachers and the two community college faculties and their children whom she felt had financed the new library.

4. Conversely, she said they were not particularly interested in having "those people in their library."

A long conversation ensued about the county—starting with the Indians in the 1700's. As the rather desperate condition of the current hill people was reviewed, the head librarian obviously became more and more uncomfortable about the decision that had been made. Later the AAEC heard that the library was gradually changing its policies toward and services to the disadvantaged of the county. Outreach services were being instituted and the nature of the in-library collection was changing—more coping skills materials were becoming available.

Because of the initial enthusiasm at this site, the AAEC had not gone through a careful review of the needs and problems of the community. Wrongly, as it turned out, the assumption was made that the severity of local problems was appreciated. The AAEC would never attempt another planning meeting which did not include this facet. It is not entirely a surety, however, that if such an exercise had been accomplished it would have made any difference. Probably much more influential would have been a workshop sponsored by the state library, where librarians could learn—in the presence of their colleagues—to assess the degree of disadvantagement in their service areas and to plan responsive services. Sometimes an "outsider," however expert, cannot effect the attitude change that one's peers can.

Two months of the fiscal year had gone by. Finally, the AAEC turned to West Virginia which had earlier engaged in a very successful three-year longitudinal AAEC study of the impact of ABE on its graduates. West Virginia, fortunately, was able to mount a successful demonstration rapidly, despite its late funding—a feat for which the AAEC is most grateful.

HOW DOES THE AAEC COMBINE ITS VARIOUS PROJECTS AND FUNDING SOURCES?

The Appalachian Adult Education Center had three sources of funding in FY 1972-73:

1. The BLLR-sponsored Library/ABE Project, funded under the Higher Education Act, Title IIb demonstration.

2. a BAVTE-sponsored adult education special demonstration project, funded under the Adult Education Act (ESEA Title III, Section 309b demonstration.)

3. a community-based Right-to-Read project which actually was funded exactly the same as the BAVTE project.

While each AAEC staff member is assigned responsibility for specific tasks both for developing and monitoring certain demonstration sites, s/he is also responsible for problem solving across all of the AAEC activities. This allows for a rich variety of talent and perspectives to be applied to individual demonstrations.

The 309 was funded in 1972-73 in part to provide technical assistance to federal, state, and local

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ABE as needed. All staff members were called upon to provide technical assistance as their expertise was appropriate.

The 309 was also funded to develop rural community schools. By piggybacking the Right-to-Read funds on the 309 funds, the AAEC was able to differentiate its delivery systems to serve all user groups.

As a consequence of this piggybacking, the Library/ABE project has the services of a reading specialist, a training specialist, a community education specialist, and a staff writer at no expense to the project.

WHAT IS THE AAEC DISSEMINATION MODEL?

The AAEC has modified the Cooperative Extension Service model for adoption of innovation into an intervention model. The original Extension model was used to study who adopted innovation and by what route. There were five steps: Awareness, Interest, Evaluation, Trial, and Adoption. The AAEC intervention model consists of three steps: Awareness, Interest, and Trial. The Evaluation and Adoption steps must be taken by the learner independent of the disseminator or teacher, and so are not included in the model.

The AAEC sees the *awareness* level as (1) presenting the problem (or justification for seeking a solution), (2) offering general workable solutions, and (3) persuading the audience (in this case library and ABE staff members) that their situations are not so unique that these solutions are not usable.

Information disseminated at the awareness level will seldom be applied—it is neither specific enough nor persuasive enough to effect change, yet this is the level of most available program information.

On the other hand, disseminators should use great caution in skipping this stage. The awareness level might be called the readiness stage of adoption of innovation. To make the assumption that people have a grasp of the problem, appreciate its subtleties and intricacies, and are prepared to undertake solutions is usually to invite failure.

At the *interest* level the disseminator provides enough details concerning alternate solutions to the problem so that the audience could replicate procedures if they so chose. The details should include cost, staff selection, and training for administrators; types of clients, procedures, and materials for practitioners; social and economic benefits and problems of different alternatives for legislators, boards of education and library trustees. The how-to-do-it interest level is too often viewed with scepticism by researchers, demonstrators, and university faculties. The argument is given that individual adults are too complex within themselves and in their problems to allow for standardized solutions. Within reason, the AAEC would agree. However, it is a poor use of resources, indeed, to demand in the name of individualization that every practitioner stand in the same place and see how high s/he can jump. Many of us can stand on other's shoulders in developing our service alternatives.

Far too few demonstration projects in the public service fields provide the types of detailed information which make implementation feasible. It can be a crashing bore to prepare the materials. Consequently, a middle-man function is needed—persons who can both interpret research in practical layman's language and ferret out missing information.

Provision of such detailed information, however, seldom ensures adoption. The *trial* level is generally necessary. A truth that few disseminators care to stomach is that if we desire to effect change, our audience must practice what we preach—or, at the very least, see it in practice. The reasons that disseminators tend to down-rate or ignore the trial level seem clear:

1. It is costly, since it generally requires personal contact.
2. It takes time.
3. In this age of McLuhanism, the message is often seen as all. The argument is made that television sells. It is somewhat difficult, however to equate buying a tube of toothpaste or an insurance policy or even casting a vote with changing one's everyday work habits, clientele, and skills.

The AAEC has a deliberate policy of engaging in all three levels of dissemination as frequently as possible. This tends to be arduously often. However, the attempts have given an indication of what can be done in the first year of funding of a demonstration project. Figure 5 identifies a few (twenty-six) personal contact dissemination activities of the AAEC staff which were directly related to the Library/ABE Project. It will be noted that there are many more awareness and interest level activities. This was remedied in the second year, when trial level activities were designed and increased enormously.

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Figure 5
AAEC Dissemination By Personal Contact

Level and Date	Activity	Topic	Place	Participants
Interest July 9-11, 1972	Library Advisory Board Meeting	ABE Library Project	Lexington, Kentucky,	Advisory Board Members, ABE Librarians and AAEC Staff
Interest July 9-11, 1972	Consultant, Adult Performance Level Project	AAEC Findings Coping Skills	Dallas, Texas	APL National Advisory Committee, APL Staff
Awareness July 21, 1972	Consultant, National Reading Center	Role of Libraries in Right to Read	New York City	Librarians and NRC Personnel
Awareness July 27-28, 1972	Negotiations, USOE	Subcontracts	Washington, DC	BLLR
Awareness Interest September 1972	Survey of Library Services	Questionnaire Library Services of 13 Appalachian State Libraries	AAEC	State librarians
Interest September 14-15 1972	Coping Skills Conference AAEC staff	Coping Skills	Morehead, Kentucky	ABE Resource Persons from the USA and Canada
Trial September 24-26 1972	Helen Lymen Workshop Materials for New Readers	Library Materials	Madison, Wisconsin	ABE Library Personnel
Trial October 18-21, 1972	Advisory Board of Project RAP Skills	RAP Skills	Valle Cruces, North Carolina	ABE and Library Personnel
Awareness November 16-20, 1972	Participants	NAPCAE-AEA National Conference	Minneapolis, Minnesota	Adult Education Personnel
Interest January 16, 1973	Morehead State University Faculty Presentation (AAEC Staff)	Progress and Findings of the aAEC	Morehead, Kentucky	Morehead State University Faculty & Staff
Awareness Interest Trial February 11-13, 1973	AAEC ABE-Library Project Advisory Board	AAEC ABE-Library Projects	Louisville, Kentucky	ABE-Library Project Personnel and Appalachian State Directors of Adult Education
Interest February 20, 1972	Meeting with Earl Kaufmann and Betty Rulander, Council on Aging	Aging	Lexington, Kentucky	Libraries and Aging Personnel
Interest March 1, 1973	Interpretation, AAEC Projects	Interim Report to RPO's Region IV	Atlanta, Georgia	Region IV Project Officers ABE and Library
Interest March 12 1973	Consultant on Library Services to the Elderly	Institute of Lifetime Learning	UK Council on Aging, Lexington	NRTA-AARP Ky. Library Project Staff
Awareness Interest Trial March 19-21, 1973	Orientation, AAEC Project	AAEC Project and Programs	Morehead State University Morehead, Kentucky	Dr. Sai and Dr. Kowit, Ministry of Education Adult Education, Bangkok, Thailand
Trial April 12 1973	State Right to Read Conference	Library Services to Disadvantaged Adults	Raleigh, North Carolina	Librarians from North Carolina and USOE
Interest April 18 1973	Explain AAEC to BLLR Training Office	Training Librarians in Services to Disadvantaged Adults	Washington	USOE BLLR
Interest April 20 1973	Advisory Board	Library Services to the Aged	Louisville	UK Council on Aging

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Level and Date	Activity	Topic	Place	Participants
Interest May 9 1973	Keynote Speaker, WV Library Institute	Library-ABE Services to Disadvantaged Adults	Pipestem, WV	West Virginia Librarians
Trial May 12-15 1973	Ford Foundation Workshop on Library Services to Adult New Readers (Helen Lyman)	Disadvantaged Adults	Madison, Wisconsin	U.S. Librarians
Trial May 15 1973	Conference of Kentucky Librarians	Development of Training Design	Frankfort, Kentucky	Staffs of AAEC Dept. of Libs., KSDE, UK Dept. of Lib. Sci.
Trial May 20-23 1973	Workshop for 1973-74 Library/ABE Project Staffs	Library/ABE Demonstration and Training	Morehead, Kentucky	AAEC Staff, Project Directors, and Librarians
Awareness May 24 1973	Kentucky Regional Librarians Conference	Training in Services to Disadvantaged Adults	Frankfort, Kentucky	Kentucky Regional Librarians, Kentucky Dept. of Libraries
Interest May 24-26 1973	Conference of National Commission on Libraries and Information Services	Information Needs of the Geographically Remote	Denver Colorado	U.S. Librarians
Interest May 31 1973	Workshop	Services to Disadvantaged Adults	Morehead, Kentucky	Kentucky Nonprofessional Librarians
Awareness June 25-27 1973	Consultant, ALA Convention	Library Services to the Disadvantaged Adult	Las Vegas Nevada	U.S. Librarians

Products: Print and Nonprint

The following lists the print and nonprint products of the demonstrations, many of which have been used, not only in the projects, but by other librarians and adult educators. The products are in seven categories: orientation, materials selection, community referral, dissemination, evaluation, proposals, and reports.

Orientation

LIBRARY ORIENTATION PROTOTYPE SLIDE TAPE. Two slide tape presentations—one for rural audiences, one for urban—were produced and used early in the demonstrations as part of the orientation procedures for adult students. The original slide tape was not reproduced, but was used as a prototype for a similar presentation in the Alabama project.

YOUR PUBLIC LIBRARY. An orientation kit for ABE students which provides information concerning what is available in and services of the public library. It includes an easily read card, an individually operated filmstrip, and evaluation forms. The kit was field-tested by ABE students at five sites in each of twenty states and evaluated favorably by both ABE students and teachers. Data from the field test will be reported in the FY 1973-74 Library/ABE Annual Report.

Materials Selection

LEISURE READING SELECTION GUIDE. An annotated bibliography of the fiction, history, and biography read most frequently by ABE students in the four demonstration projects. Source, reading level, and cost are given for each entry. One thousand copies of the Leisure Reading Selection Guide have been distributed to libraries and adult education programs across the country.

LIFE COPING SKILLS CATEGORIES AND SUBCATEGORIES. A list of major and subcategories of adult information needs, based on research, demonstration, consultation with other professionals, and the experiences of the library demonstration projects. The tenth revision of the list of categories and subcategories has been widely distributed to libraries and adult education programs, and has been used to (1) assess collections of materials for disadvantaged adults; (2) determine information needs of individual clients; (3) select and acquire materials; and (4) shelve

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materials. The categories form the subject headings for the *LIFE COPING SKILLS MATERIALS LIST.* (See Appendix C for the eleventh revision of the list.)

LIFE COPING SKILLS MATERIALS LIST. A listing of available print and nonprint materials in the coping skill categories. Entries are annotated, and readability level, source, and cost are given. Present plans are for the list to be published by the American Library Association shortly for use by librarians, adult educators, and private information-seekers in selecting materials on daily survival skills. ALA publishing is subject to negotiation concerning a format acceptable to both the AAEC and ALA. The listing is approximately 800 pages.

LIFE COPING COPING SKILLS MATERIALS MASTER SOURCE LIST. A list of publishers, institutions, agencies, and foundations that offer free or inexpensive print and non-print coping skills materials for disadvantaged adults. The format and subjects of the materials available from each source are given. The list has been distributed to librarians and adult educators. This has not proven to be a useful product. To use it, the user must go through the same arduous procedures as did the AAEC—asking each source for catalogs, samples, review copies, etc., and then ordering. As a companion document to the Materials List, it might be of more use.

Community Referral

HANDBOOK OF SERVICES AVAILABLE FOR ADULT STUDENTS. An AAEC model for a handbook of community services, listing the services and agencies most communities offer for disadvantaged adults and their families. Space is provided to fill in the phone number, address, name of the proper contact person, and comments for each service. The Library-ABE projects adapted the handbook to their local communities, sharing it with other service agencies. The AAEC has mailed hundreds of handbooks to libraries and adult education programs across the country. It cannot keep them in print.

Dissemination

"Adult Education Drive Aided by County Library." Article on the West Virginia Library-ABE Demonstration Project. *Library Journal*, December, 1972.

"Experiment in Interagency Cooperation." Article on the four demonstration projects. *American Libraries.* February, 1973.

Gotsick, Priscilla. "Adult Basic Education and Public Libraries: Services to Disadvantaged Adults." *Adult Leadership,,* April, 1973. An article on the coordination of library and basic education services: rationale, problems, and examples of activities from the AAEC demonstration projects.

Gotsick, Priscilla, "The Public Library: Changing Image, Changing Services." *Southeastern Librarian,* Summer, 1973. Article on the expansion of library services to disadvantaged adults: examples of services, materials, and interagency cooperation from the four demonstrations.

Evaluation

LIBRARY—ABE PROJECTS CASE STUDIES. A collection of forty-one case studies from the four demonstration projects illustrating ways in which library materials and services helped individual ABE students in daily life problem solving. (See Appendix B).

Proposals

The Interrelating of Library and Basic Education Services for Disadvantaged Adults. 1972.

A Proposal for a Model Center to Demonstrate the Interrelating of Library and Basic Education Services for Disadvantaged Adults. Birmingham Public Library, Birmingham, Alabama. June 21, 1972.

A Proposal for a Model Center to Demonstrate the Interrelating of Library and Basic Education Services for Disadvantaged Adults. Floyd County Board of Education, Prestonsburg, Kentucky. June 30, 1972.

A Proposal for a Model Center to Demonstrate the Interrelating of Library and Basic Education Services for Disadvantaged Adults. Richland County School District No. 1, Columbia, South Carolina. June 30, 1972.

A Proposal for a Model Center to Demonstrate the Interrelating of Library and Basic Education Services for Disadvantaged Adults. Western Counties Regional Library, Huntington, West Virginia. June 30, 1972.

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AAEC Institute Series in Training for Public Library Services to Disadvantaged Adults, AAEC proposal to the Bureau of Libraries and Learning Resources to establish dissemination and training in forty sites in the four continuing states. March 23, 1973.

The Coordination of Libraries and Basic Education Services for Disadvantaged Adults: Demonstration of Four Alternative Working Models. AAEC proposal to the Bureau of Libraries and Learning Resources for a year's continuation of the four model centers and the establishment of demonstration projects in three new sites. December 13, 1973.

Reports

Gwin, Ann. *Birmingham ABE-Library Center Interim Report.* ABE-Library Center, Birmingham, Alabama. Appalachian Adult Education Center, Bureau of Research and Development, Morehead State University, Morehead, Kentucky. January 15, 1973.

Jones, Roland. *Library-ABE Project Interim Report.* Floyd County Board of Education, Prestonsburg, Kentucky. Appalachian Adult Education Center, Bureau of Research and Development, Morehead State University, Morehead, Kentucky. January 9, 1973.

MacVicar, Phyllis. *Library-ABE Project, Southwest West Virginia Interim Report.* Appalachian Adult Education Center, Bureau of Research and Development, Morehead State University, Morehead, Kentucky. January 1, 1973.

McMillian, Eunice. *A Model Center to Demonstrate the Interrelating of Library and Basic Education Services to Disadvantaged Adults in Richland County, South Carolina.* Appalachian Adult Education Center, Bureau of Research and Development, Morehead State University, Morehead, Kentucky. January 9, 1973.

Hayes, Ann P. and Charles J. Bailey. *Interim Report: The Interrelating of Library and Basic Education Services for Disadvantaged Adults: A Demonstration of Four Alternative Working Models.* Appalachian Adult Education Center, Bureau of Research and Development, Morehead State University, Morehead, Kentucky, December, 1972.

Gwin, Ann. *The interrelating of Library and Basic Education Services for Disadvantaged Adults: Annual Report.* ABE-Library Center, Birmingham, Alabama. Appalachian Adult Education Center, Bureau for Research and Development, Morehead State University, Morehead, Kentucky, June, 1973.

Jones, Roland. *The Interrelating the Library and Basic Education Services for Disadvantaged Services for Disadvantaged Adults: Annual Report.* Appalachian Adult Education Center, Bureau of Research and Development, Morehead State University, Morehead, Kentucky, January 9, 1973.

MacVicar, Phyllis. *The Interrelating of Library and Basic Education Services for Disadvantaged Adults: Annual Report.* Huntington, West Virginia. Appalachian Adult Education Center, Bureau of Research and Development, Morehead State University, Morehead, Kentucky, January 1, 1973.

McMillian, Eunice. *The Interrelating of Library and Basic Education Services for Disadvantaged Adults: Annual Report*. Richland County School District No. 1, Columbia, South Carolina. Appalachian Adult Education Center, Bureau of Research and Development, Morehead State University, Morehead, Kentucky, June, 1973.

The Interrelating of Library and Basic Education Services for Disadvantaged Adults: Annual Report. Appalachian Adult Education Center, Bureau of Research and Development, Morehead State University, Morehead, Kentucky, April, 1974. 2 Volumes.

WHAT ARE THE LIMITATIONS TO AAEC DISSEMINATION?

Despite the AAEC's stance that dissemination of demonstration findings is not only contractually but ethically pressing, and despite vigorous efforts to disseminate, the results are distressingly short of the mark.

Distribution to Date

An addition to personal contact dissemination activities, kits of materials were mailed to all fifty state librarians and all fifty state directors of adult education. Fifty sets were sent to each of the ten DHEW regional directors of staff development in adult education for dissemination across their regions. Copies of the FY 1972-73 AAEC Annual Report will be mailed to all of the nation's library schools in

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addition to those represented in the AAEC Library/ ABE Advisory Board who already have received materials. A great many other materials were distributed in response to requests.

The Law-Makers and Fund-Appropriators

Suitable print has not been developed for municipal, state, and federal legislators outlining the economic and social benefits of expanded public library and adult basic education services to the disadvantaged and their communities. The AAEC has had a discussion with the Council of State Governments about methods of (a) disseminating information to this group and (b) designing high impact formats tailored to this group. The conclusion is that:

1. governors turn to their aides.
2. the aides turn to the state superintendent of schools and state librarians.
3. These administrators increasingly tend to lay down guidelines prohibiting their staffs from engaging in dialogue with persons in legislative or high echelon administrative positions.
4. Consequently, the state librarian and the chief state school officer must be approached as a conduit to state government.
5. Unfortunately, the types of information that these two generally respond to is quite different from that needed for and appealing to legislators.

What seem to be missing are horizontal and vertical communication chains in which provision is made for the communication to change form as it reaches different audiences. Figure 6 shows the position of the public service demonstration project in terms of its ability to disseminate its findings.

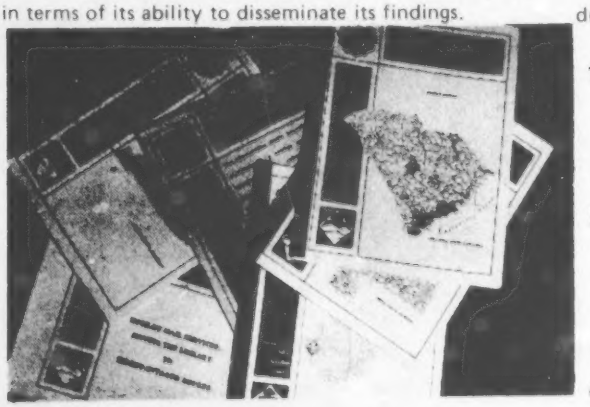

Figure 6

Demonstration Project Isolation from the One-Way Communication Chain

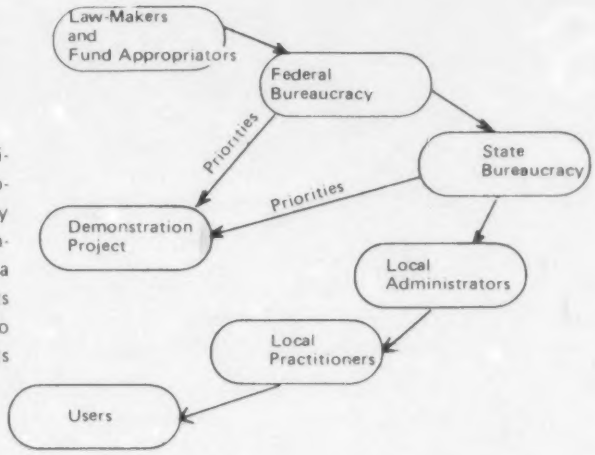

Figure 6 indicates at least two problems:

1. It is extremely difficult to go up the dissemination chain as well as down.
2. It is hard to establish horizontal dissemination or communication chains at any level—demonstration, legislative, federal, state, local administrators, local practitioners, or users—so that people can share with their peers.

As a result, there is the demonstration project, whirling like a dervish in the corner with furious activity, getting a little information from its federal and state advisers on what should be done (priorities) —the latter acquired by dubious means—but with virtually no ability to feed back into the system effectively. Too often the demonstration whirls itself into oblivion, together with its findings, efforts, and funding.

The AAEC frustrations with its considerable dissemination efforts are two-fold:

1. Quantity: Few, if any, demonstration projects have the capacity to duplicate, assemble, and mail sufficient print to any level of the communication chain.
2. Quality: Devising and implementing strategies of dissemination which are of sufficient depth to affect policy and to effect change, i.e., to effect use of its findings, are tremendously difficult to accomplish around the everyday work of running a demonstration.

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EVALUATION

The Appalachian Adult Education Center views the purposes of the evaluation of demonstration projects to be three:

1. Justification: A product evaluation for fiscal accountability.
2. Trouble-shooting: A process evaluation to allow for program adjustment and to keep the demonstration activities on schedule.
3. Definition: To ensure the obtaining of data that will allow for replication at other program sites.

Justification

Two types of criteria can be used to evaluate the AAEC FY 1972-73 Library/ABE Project:

1. The USOE evaluative criteria
2. The kinds of data collection the AAEC originally proposed to collect.

USOE Evaluative Criteria

1. Is the project significant in the total library and information science research effort?

The review of the literature revealed that while many isolated pilot studies of services for disadvantaged children had been undertaken, those (1) for adults and (2) which developed a manageable system for delivering new services were not demonstrated. The AAEC has been able to develop such a management system. Library authorities from across the United States have expressed interest in and enthusiasm about the AAEC findings.

2. What is the relationship of the proposed project to existing knowledge?

The AAEC Library/ABE Project is built upon available existing knowledge. One of the problems isolated in the study was the great difficulty the librarian has in accessing detailed information for program innovation and expansion. Since its initial proposal the AAEC found many good programs with which to swap information for mutual benefits.

3. Is there a sound design or operational plan?

The methodology which has evolved in the conduct of 104 demonstrations has proven to encourage sound planning, management, and evaluation.

4. A. Are the personnel competent?

The staff won a UNESCO honorable mention in 1972 for meritorious work in literacy. They have built a national reputation for their competency in demonstration activities related to the education of disadvantaged adults.

B. Are the facilities adequate to undertake this project?

Morehead State University has provided outstanding facilities to the AAEC. All four model sites have also been provided with fine facilities by the subcontracting agencies.

5. Will the working models be applicable and significant in other settings?

An unqualified YES. The experiences of application and replication of the working models in FY 1973-74 have been highly satisfactory. (To be reported in June, 1974).

The AAEC Proposal

1. Selection of personnel analyzed (See pages 12-14).
2. Training needs defined.

   The training needs of each individual staff person are defined during the planning stage of the AAEC model.

3. Job descriptions analyzed in terms of client needs. See pages 27-28 for job descriptions of library staffs. The AAEC is still in the process of analyzing the job descriptions of ABE teachers in terms of promoting information seeking, finding, and application to problems on the part of adult learners.
4. Costs analyzed. A modest effort at comparing costs of procedures across the model sites is reported on pages 38-51.
5. Demographic data about clients or patrons collected.

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Because of the nature of the project, i.e., coordinated services, the AAEC model staffs were not always in direct contact with the clients. Therefore, collection of demographic data was not possible.

Furthermore, in practice, it is questionable whether the collection of such data would be useful in either the conduct of the project or in determining the replicability of its findings. Race was collected.

It could be argued that in the interests of accountability such data should be collected. However, to press for such informaton was to jeopardize the project in many cases. Disadvantaged adults have an understandable allergy to questions. This aversion to answering questions is, of course, one of the reasons that public libraries have such difficulty in defining its client groups as it needs to do for program justification.

6. Data on changes in clients' academic and coping behavior collected. Page 60 discusses the difficulties of such data collection. Appendix B demonstrates the route finally taken.

7. Systems descriptions or recommendations developed.

Pages 12-16 outline the system description developed. Volume II outlines the theoretical underpinnings of this system. The AAEC FY 1973-74 Annual Report will report the extensive field-testing of this system in detail.

Trouble-Shooting

The work statements discussed in detail on page 15 act as a monitoring or management system for program adjustment. (See the annual site reports for the complete work statements. Present AAEC plans are to reprint the four annual site reports as Volume III so that interest level detail will be available to a larger audience.)

In addition, the AAEC also proposed to apply as evaluative criteria those thirteen project ingredients in *An Evaluation of State Supported Library Programs for the Disadvantaged* by Social Educational, Research, and Development, Inc. (Silver Springs, Md.: 1970) 42-28.

1. Were there commitied, integrated staff, composed of neighborhood residents?

The projects were funded service-area-wide rather than by neighborhoods. Funding did not allow for many neighborhood mini-staffs across the service area, only for one central staff. However, each model center staff was totally committed. In areas where there was a black population, the staffs were integrated.

2. Was there local participation in the program?

Nowhere near enough. This is the weakest area of the AAEC FY 1973-74 projects but has been slated for remedy in the FY 1974-75 proposals, if funded.

3. Was there flexible management willing to utilize nontraditional methods?

Yes. One of the great strengths of all four project staffs were their flexibility and ability to explore alternative approaches.

4. Was there a multi-media approach?

Yes, where feasible. The rural parts of Appalachia are too poor to have the necessary media equipment. To demonstrate methods to community residents which the community cannot afford is a poor demonstration. In the two urban sites (Alabama and South Carolina) multi-media was used extensively.

5. Were there career opportunities for the project staff, based upon proven merit and dedication?

The AAEC would offer a qualified yes to this criterion question. While the nature of the AAEC relationship to its projects does not allow the AAEC to guarantee jobs, let alone career ladders, the project staffs—especially the directors—seem to have grown professionally so radically that they are in demand.

6. Was in-service training offered, including fundamentals of library techniques for nonprofessionals and community development for librarians?

In FY 1972-73 the AAEC did better at teaching community development to librarians at three of the model sites than it did teaching library techniques for service to disadvantaged adults to

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nonprofessionals. In FY 1973-74 they not only did much better at the latter, but they also improved the former.

7. Were social agencies used to coordinate neighborhood activities?

   Yes, extensively at all sites.

8. Were interdisciplinary techniques employed by specialists (such as audiovisual, statistical, educational, social, etc.)?

   The AAEC staff is itself interdisciplinary. The design for the project demanded that each site staff be, also. In addition, other interdisciplinary specialists were called upon formally or informally whenever the need arose. This is one of the great strengths of the AAEC project.

9. Were meaningful materials geared to the interests and needs of the [disadvantaged adult] patrons?

   Yes, most decidedly. The AAEC has become national leaders in this area.

10. Were there outreach activities, such as project personnel making house calls and delivering materials to individuals?

    Yes, materials were delivered to approximately 2300 individual ABE learners

11. Was there collection of significant project data plus close monitoring and assessment of the program by the sponsoring agency (the AAEC)?

    Yes. The reader is referred to the four annual site reports for details. The monitoring strategy is outlined above. It consisted of (a) developing site objectives, (b) responding to site interim reports, (c) eliciting detailed annual reports, and (d) much phone, letter, and some personal contact in between.

12. Were specific target groups identified and pursued, such as illiterates, the poor, and ethnic groups?

    Yes, it was the goal and the accomplishment of the project.

13. Were a variety of services provided to supplement regular library [and educational] activities such as movies, field trips, and arts and crafts?

    Yes. All four model centers offered a variety of services. None were known to offer arts and crafts, but all offered field trips and all but West Virginia offered movies.

SUMMARY OF DESCRIPTIVE SURVEY QUESTIONNAIRE ON LIBRARY SERVICES TO DISADVANTAGED ADULTS

In June, 1972 when the AAEC was funded by the Bureau of Library and Learning Resources to demonstrate the coordination of public library and basic education services for disadvantaged adults, a descriptive survey questionnaire on library services to the disadvantaged adult was developed.

The purpose of the survey was to gather information on existing library services and materials for disadvantaged adults to aid the AAEC in planning methods of coordinating services.

A second purpose of the survey was to make state libraries aware of the AAEC project and to create interest in expanding services to disadvantaged adults.

The survey was conducted in October, 1972. The state librarian in each of 13 Appalachian states was contacted for a one-hour appointment in the form of a telephone interview. Telephone interviews were selected over printed questionnaires, because the AAEC was more concerned about getting a feel for the state of library services for disadvantaged adults in every single Appalachian state than about obtaining absolutely complete data from those states which might take the time to complete a long form.

The information gathered from the questionnaire is incomplete for three reasons:

(1) limited time of the telephone interview

(2) lack of specific information available to state librarians without research

(3) limitations of the questionnaire as a data collection instrument

Although complete information was not obtained, the AAEC was able to establish some major considerations in planning and implementing coordination from the data collected.

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Major Considerations

1. A national priority of serving the disadvantaged had been established through LSCA and other federal funding sources a year earlier, paving the way for our efforts.

2. State libraries were already coordinating with some agencies who serve disadvantaged adults and were open to coordination with ABE.

3. All 13 state librarians stated that it is especially important to serve disadvantaged adults.

4. Establishing public library programs for disadvantaged adults was in a developmental stage, and the need for expertise in appropriate materials selection for disadvantaged adults was evident. Although most state librarians indicated that their states did order a variety of materials aimed at the disadvantaged, they said they didn't know how much the materials were used by disadvantaged adults. All of them expressed a need for materials for disadvantaged adults.

5 There was a general concensus (10 out of 13) that cooperative efforts did benefit the disadvantaged patron or client and that both libraries and other service agencies had a responsibility to provide services. There was some confusion as to who should initiate cooperaton, indicating a need for a "catalyst" to establish coordination.

6. Answers to the question, "What problems of the disadvantaged adult do you feel the library can help with most?," helped the AAEC set program priorities.

Librarians were asked to rank the following items 1, 2, or 3 according to priority. The following chart shows how state librarians ranked problems for which the library could extend help to disadvantaged adults. Numbers on the right indicate the number of times that item was ranked 1, 2, or 3, one being high. As is true of all of the following answers, the information is incomplete and does not add up to 13 responses.

Ranked 1

Referral Services–5
Unemployment–2
Reading–2
Consumer education–1

Ranked 2

Reading–3
Consumer education–3
Coping skills materials–1
Unemployment–1
Language abstracts–1

Ranked 3

Coping skills–1
Reading–1
Language abstract–1
Referral–1
Nutrition information–1
Consumer education–1

The results of this survey told the AAEC several important things.

1. Even though library funding for services to disadvantaged has decreased, an interest in continuing services was expressed, at least at the state level.

2. Coordination was seen as beneficial in varying degrees to clients, service agencies, and libraries. Continuing efforts to coordinate were seen as important to state librarians.

3. Referral and information services were seen as important library contributions to the disadvantaged. With this lead, the AAEC stressed referral services in the projects, and developed an handbook of services to be adapted to local needs.

4. Selection of easily read adult content material was needed. Help in this area was welcomed. This encouraged the AAEC development of the *Life Coping Skills Materials List.*

Conclusion:

At the time this questionnaire was done, the AAEC was a fledgling in the library world. Because of past lack of sophistication, some of the most important questions were not asked or were not asked in an appropriate fashion. Nevertheless, the AAEC was encouraged by the cooperation of the state librarians and their views of the mutual benefits to be derived through coordination of the two continuing education institutions. Perhaps most importantly, the

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AAEC learned that libraries were doing much for the disadvantaged population but were open to further expansion.

Summary of Findings by Questionnaire Item

Question 1: WHAT TYPES OF LIBRARIES ARE ADMINISTERED UNDER YOUR STATE LIBRARY SYSTEM?

This question reflects the AAEC's lack of knowledge in the early stages of planning library-ABE coordination projects of the administration and organizational structure of state libraries. The question would have been stated differently had it been known that many state libraries do not administer nor dictate policy to public libraries. Although the question was poorly asked, the answers did provide the AAEC with some important information for future model center designs:

(a) all thirteen Appalachian state library systems have regional or multi-county cooperative libraries, and

(b) all states have bookmobile service to some parts of their states.

The tasks of the state libraries were found to be generally (1) to give guidance and direction to regional and local librarians, (2) to provide in-service training, (3) to develop and promote building programs, and (4) to administer distribution of federal and state monies for public libraries, each of which is administered by its own legally-constituted board of trustees.

Question 2: APPROXIMATELY WHAT PERCENTAGE OF YOUR EMPLOYEES HAVE LIBRARY SCIENCE TRAINING? IN URBAN LIBRARIES? IN RURAL LIBRARIES?

The data on this question is incomplete because the state librarians did not have the answers on hand at the time of the telephone interview. The limited information that was collected indicates that about thirty-five percent of the librarians in urban areas in nine of the states have Master's degrees in library science, and that twenty-eight percent of the librarians in rural areas in four states have Master's degrees in library science. In planning programs and dissemination this wide range of educational backgrounds must be taken into consideration.

Question 3: DO YOU SPECIFY WHAT TYPES OF RESPONSIBILITIES ARE PERFORMED AT EACH EDUCATIONAL LEVEL (MASTER'S, COLLEGE DEGREE, SOME COLLEGE TRAINING, HIGH SCHOOL OR GED)?

Seven states answered YES; Six states answered NO. This limited the kinds of flexible programs envisioned by the AAEC.

Question 4: WHAT IS THE PAY RANGE FOR PUBLIC LIBRARIANS AT THE FOLLOWING LEVELS?

Professionals: $8,118 to $14,800;

Paraprofessionals: Data unavailable

Nonprofessionals: Data unavailable

The ranges indicated the need for care in mounting projects with uninflated salaries by local standards, so that the services could be picked up locally after the demonstration year.

Question 5: DO EXTENSION SALARIES TEND TO BE DIFFERENT FROM OTHER SALARIES?

Eight states reported that extension salaries are the same as other salaries based on the educatonal level of the employee. Four states reported that their extension salaries were higher. One state reported its extension salaries were lower. Outreach and extension services are seen by the AAEC as vital to disadvantaged adults.

Question 6: DO YOU HAVE A STATE ADVISORY COUNCIL? WHAT IS ITS FUNCTION?

All thirteen Appalachian states have state advisory councils, set up as a requirement for LSCA funding. The function of the councils or boards is to advise and to plan future library development. The AAEC did not find any method of working with these councils directly

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Question 7: DO YOU HAVE ADVISORY COUNCILS AT THE BRANCH, REGIONAL, AND LOCAL LEVELS, OTHER THAN THE LEGALLY CONSTITUTED BOARD OF TRUSTEES?

Five states reported NO; Eight reported YES, but for local federal projects only. These advisory councils did work with the model centers.

Question 8: DO THE RESPONSIBILITIES OF THE LOCAL ADVISORY COUNCILS DIFFER FROM THE STATE ADVISORY BOARD?

The eight states with councils report that local advisory councils do function differently from the state advisory boards.

Question 9: DO YOU HAVE A WATS OR TELEPHONE COMMUNICATION NETWORK FOR ADMINISTRATIVE USE?

All thirteen states have a WATS system. Three have outgoing WATS only; three have both outgoing and incoming WATS calls. These WATS lines proved very important to the conduct of the model centers since they provided low cost access to state library staffs.

Question 10: DO YOU HAVE A STATE EXTENSION DIVISION? WHAT IS ITS FUNCTION?

All thirteen states have extension divisions, although some are called *divisions of library development* rather than *extension divisions*. Their primary function is to council, advise, and provide training towards growth, improvement, and development of local library programs and services.

Question 11: DO YOU OFFER PRE-SERVICE OR IN-SERVICE TRAINING? HOW FREQUENTLY? FOR HOW LONG?

All thirteen states report that they do offer training. In-service training varies greatly from state to state in frequency and length, ranging from one to fifteen workshops a year, from one day to six weeks long.

Question 12: WHAT KINDS OF CONTENT DO YOU INCLUDE IN YOUR TRAINING?

The topics, and the number of states providing workshops on that topic, are summarized below.

Topic	Number of States
Library Management	13
References	4
Budgeting	3
Library Program Planning	3
Communications	2
Personnel Management	2
Story Telling	1
Media Use and Maintenance	1
Library Trustees Workshop	1
Bookmobile Service	1
Institutional Library Services	1
Sensitivity Training	1
Interlibrary Loan Cooperation	1
Services to Disadvantaged	1
Role of Library in Community	1
Book Selection	1
Children's Literature	1
Film Seminars	1
Leadership Motivation	1
Building Programs	1

Question 13: IS SUPERVISED PRACTICE A PART OF YOUR LIBRARY PROGRAM?

Twelve libraries replied YES; one said NO.

Question 14: WHAT ARE YOUR FUNDING SOURCES FOR SERVICES TO DISADVANTAGED ADULTS?

Source of Funding	Number of States
LSCA	13
State matching for LSCA	13
Model Cities	6
Social Security	4
Emergency Employment Act	1
Office of Economic Opportunity	1
Administration on Aging	1
Sesame Street Act	1

Question 15: HAS YOUR SPECIAL SERVICE FUNDING TO DISADVANTAGED ADULTS INCREASED OR DECREASED IN THE LAST TWO YEARS:

Two states reported an increase. One reported a decrease from federal sources, but an increase from state sources. Two reported no change.

Question 16: DO YOU HAVE COOPERATIVE PROGRAMS FOR DISADVANTAGED ADULTS WITH OTHER AGENCIES?

All thirteen state libraries did have such cooperative programs.

Cooperating Agencies	Number of States
Community Action Programs	13
Adult Education	4
Public School System	3
Model Cities	3
Headstart	2
Commission on Aging	2
OEO	2
Social Security	2

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Mainstream	1
Community College	1
HUD	1
Literacy Action Volunteers	1
YWCA	1
Associations of Day Care Centers	1
State Cooperative Extension	1
Food Stamps	1
Bureau of Employment	1
University Extension Department	1
Department of Natural Resources	1

Question 17: HAVE YOUR COOPERATIVE EFFORTS GENERALLY BEEN SUCCESSFUL?

Twelve states reported YES. Of those twelve, two reported that efforts at coordination had been very successful. One state reported that efforts had not been very successful in terms of the state librarian's expectations.

Question 18: WHO SEEMS TO BENEFIT MOST FROM THIS COOPERATION?

Ten states ranked clients as the top beneficiary. Two states ranked service agencies first. One state saw the library as profiting the most.

Question 19: WHAT WOULD BE THE BEST APPROACH TO PROVIDE COORDINATION OF SERVICES BETWEEN PUBLIC LIBRARIES AND ADULT BASIC EDUCATION?

Most state librarians felt personal contact between the two groups was the best approach to coordination of services.

Question 20: WHO DO YOU FEEL SHOULD INITIATE PROGRAM COOPERATION?

Six state librarians felt the library should initiate cooperation. Five state librarians indicated the service agency should start cooperative efforts based on their need. Two state librarians felt both groups must make moves to initiate cooperation for coordination to be successful.

Question 21: WHAT PROBLEMS OF THE DISADVANTAGED ADULT DO YOU FEEL THE LIBRARY CAN HELP WITH THE MOST?

The following are numbers of states ranking 1 through 3, with 1 being high.

Rank	1	2	3
Unemployment	2	1	0
Reading	2	3	2
Referral	5	0	0
Coping Skills			
Materials	0	1	2
Consumer Education	1	3	1
Language			
Obstacles	0	1	1
Nutrition	0	0	1
Other	1	0	0

Question 22: DO YOU THINK IT IS ESPECIALLY IMPORTANT FOR LIBRARIANS TO SERVE DISADVANTAGED ADULTS?

Twelve state librarians agreed that it is important to serve disadvantaged adults. One librarian asked how they could be served.

Question 23: WHAT KIND OF LIBRARY SERVICES TO THE DISADVANTAGED ADULT DO YOU PROVIDE?

(Note: State Librarians did not indicate that all of the public libraries provided the service indicated)

Service	Number of States
Special books and materials	13
Reference information	13
Community meeting rooms	13
Library aides	12
Bookmobiles	12
Special ethnic section	11
Study Centers	11
Literacy guidance	11
Bibliographies of materials on low reading levels	11
Cultural enrichment lists	10
Agency referral services	10
Mail service	10
Library orientation programs	10
Consumer education programs	10
Storefront libraries	9
Library home visits	8
Speaker services	7
Headstart for parents	7
Community aides	7
Newspapers at low reading levels	3
Free bus service	2
Rotating collections of materials in:	
Nursing homes	12
Institutions	12
Housing projects	9
Community agency waiting rooms	6
Laundromats	6
Stores	5
Churches	5
Beauty salons	5
Other places included: Banks, Filling stations, Swimming pools, Industrial Centers, and the City Hall.	

Question 24: DO YOU THINK THE MATERIAL YOU HAVE FOR THE DISADVANTAGED ADULT IS APPROPRIATE AND FITS THE NEEDS OF THE DISADVANTAGED POPULATION?

Six states responded NO. Five said YES. Two indicated a qualified yes, pointing out that there were not enough materials.

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Question 25: DO YOU HAVE ANY VIEWS ON HOW THE MATERIALS COULD BE IMPROVED?

The majority of the state librarians felt there needed to be more adult content in easily read materials. They felt that there should be a wider range of topics.

Question 26: ARE YOUR SPECIAL MATERIALS FOR DISADVANTAGED ADULTS SHELVED AND INDEXED SEPARATELY?

Four states had separate collections for disadvantaged adults. Two states said they had no separate collections. Six states indicated that collections for special groups such as the blind and the handicapped were separate, but that there were no separate collections for the disadvantaged.

Question 27: DO YOU HAVE AN AREA SET ASIDE FOR AUDIOVISUAL USE?

Four states said NO. Nine states said YES, in some libraries.

Question 28: DOES YOUR SPECIAL SERVICE PROGRAM RECRUIT DISADVANTAGED ADULTS?

In answering this question, many state librarians indicated that they viewed the blind and physically handicapped as disadvantaged. Four states said NO. Eight said YES.

Question 29: WHAT METHODS OF RECRUITING DO YOU USE?

Method of Recruitment	Number of States
Brochures	8
Pamphlets	8
Media	8
Displays	8
Community aides	6
Through Community agencies	6
Home Visitation	5
Formal orientation	5
Community booth	4
Flyers in paychecks	1

Question 30: WHO SELECTS MATERIALS FOR DISADVANTAGED ADULT PATRONS OF THE PUBLIC LIBRARIES IN YOUR STATE?

In six states the local library staffs do the selection. In four states the state library staff advised and guided the choices of local professional librarians. In three states local project directors of library projects for the disadvantaged were responsible for selection.

Question 31: WHAT TYPES OF BOOKS AND MATERIALS DO YOU ORDER FOR DISADVANTAGED ADULTS?

Type of Material	Number of States
Low readability with adult interest themes	13
Paperbacks	12
Vocational Information	12
Consumer Education Material	11
Audiovisual material	11
Ethnic Material	11
Pamphlets	9
Agency Information	9
Second Language Materials	6
Foreign Language Materials	6
Programmed Instruction	6

Question 32: DO YOU HAVE ANY WAY OF ASSESSING HOW MUCH YOUR COLLECTION IS USED BY DISADVANTAGED ADULTS?

Eight states reported NO. Five states reported YES, but qualified the yes by saying that effective measurement was difficult that measures used were not reliable.

Question 32: COULD YOU USE MORE MATERIALS AND BOOKS FOR YOUR DISADVANTAGED POPULATION?

All thirteen states answered YES.

As a part of the original AAEC Library ABE Project plans, the state directors of adult education of the thirteen Appalachian states were to be interviewed concerning services presently offered and utilized by adult basic education staffs and clients. This was not accomplished in a structured fashion beyond the information the AAEC already had on hand.

Plans were also made but not implemented to use the questionnaire above to interview local library and

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ABE directors of a random smaple of nine areas of high, medium, and low urbanization in Appalachia. Problems with the administration of the questionnaire prompted the decision that the planned interviews would not yield enough informaton to be worth the time and dollar cost. They were, therefore, abandoned.

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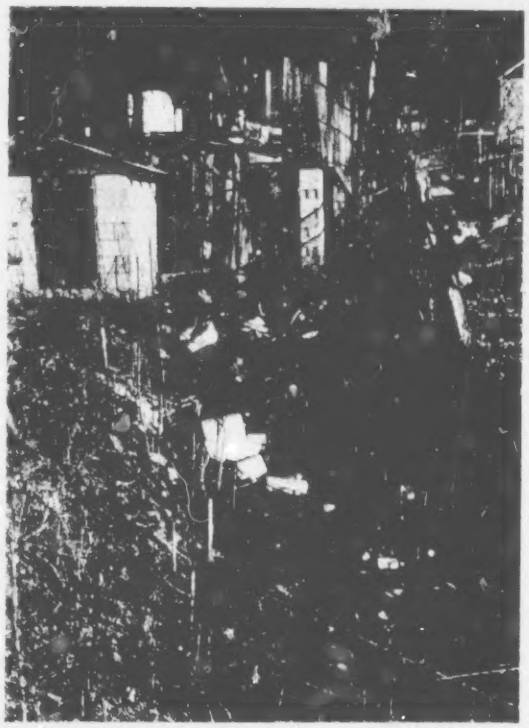

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Appendix A
Demographic Form

Preplanning Information
for
Expanding Services for Disadvantaged Adults

STATE_____ LIBRARY_____ DATE_____

Instructions: Please describe your community by answering the following questions as completely as possible.

Area of Information	Information to Include	Source of Information	Fill in Here
A. Population Statistics	How many people in your service area?	1970 U.S. Census State Departments of Education School Boards	_____
	Age of population No. of children 0-19 years No. of adults 20+ No. of young adults 15-26		_____ _____ _____
B. Educational Levels of Population	Percent and number of out-of-school adults over 16 who have not completed high school	1970 U.S. Census, or Area Supervisor of Adult Basic Education	%_____ No. _____
C. Economic Levels of Population	Percent of families below poverty index	1970 U.S. Census Employment Security	%_____
	Median Income family individual	Welfare agencies Community Action Programs	_____ _____

Area of Information	Information to Include	Source of Information	Fill in Here
	Percent of unemployment		%_____
	What are the chief employers for your service area?	Employment Security	NAME/KIND OF WORK PRESENTLY _____ _____ _____ _____ _____ NEW _____ _____ _____ _____
D. National and racial background of population	Give percent of racial and national groups which make up the population of your service area	1970 U.S. Census City, County, or Area Supervisor of Adult Basic Education NAACP	COUNTY CITY White_____ _____ Black_____ _____ Non English Speaking_____ _____ Indian_____ _____ Oriental_____ _____ Other_____ _____
E. Geographic area you serve	Square miles		_____
F. Annual Income of the Library	Total cash		_____
G. Library card holders	Percent with $10,000 annual income or more	090	_____

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Area of Information	Information to Include	Source of Information	Fill in Here
H. Educational offerings in community for disadvantaged	List of adult basic education and other educational activities available to your service area	City or County Supervisor of Adult Educa- Education Public Schools Private Schools Area Vocational Schools Bureau of Rehabilitation Services MDTA (Manpower Development Training Act) WIN (Work Incentive) NYC (Neighborhood Youth Corps) CEP (Concentrated Employment Programs) New Careers Program Voluntary Groups	KIND/SITE/NO. ENROLLED

Area of Information	Information to Include	Source of Information	Fill in Here
I. Other Community services available to disadvantaged adults	List of community services available to disadvantaged adults	Health Department Welfare Department Social Security Community Action Programs Comprehensive Care Food & Nutrition Services Child Care Programs Job Placement Programs Housing authorities Voluntary Groups Planning Commission Mental Health Family Planning Clinic Radio Stations Newspapers Senior Citizens Home Demonstration Agent Agricultural Extension Agent	SERVICE/AGENCY

Appalachian Adult Education Center
Bureau for Research and Development
Morehead State University
Morehead, Kentucky 40351
Revised October 11, 1973

Appendix B
Case Studies

Introduction

Because much of library services' impact on human lives cannot be assessed with statistical measures alone, the Appalachian Adult Education Center instructs its projects directors to submit case studies, describing what has happened to individuals as a result of their obtaining library services. The following are the case studies submitted to the AAEC by the staffs of four projects demonstrating library services to disadvantaged and undereducated adults, in cooperation with adult basic education programs. Included above each case study is the coping skill area (or areas) in which an individual need was recognized and met through the provision of appropriate library materials and services.

Case Study 1: Self; Ethnic Studies; Relating to Others: Communication

Joseph, 39 years old, single and a veteran, has worked as a janitor, a construction worker, a house painter, and a warehouse packer. He now attends the adult learning center to help him in the industrial training course he will complete soon.

Joseph is black, and most of his reading has been done in black culture. He said that books "helped me to broaden my understanding of different things in life, helps me to understand some of the problems of life and how other people have learned from them. I've always liked to read. It helps me with my vocabulary. Also helps me to be able to talk about different things." He is particularly interested in all the library's selections about and by MLK. Joseph is very concerned for other people, and his readings in black culture seem to have given him a deeper insight and understanding, as well as pride in his people's history and culture.

Case Study 2: Relating to Others: Communication; Jobs: Finding a Job

Mrs. W. is a black 30 year old ABE student. During the first semester of the library/ABE project, she was very shy, but through the open book talks we had at her center, she finally began to express herself, and stated that she was interested in books about integration and jobs. After reading several simple books about jobs, she became enthusiastic about job hunting. As a result of this project, she was able to get a job at one of the motels in town.

Case Study 3: Jobs: Career Planning, Finding a Job, Working Women; Children: Child Development, Child Rearing, Raising Children Alone; Consumer Economics: Banks and Banking, Comparison Buying, Money Management, Insurance

Shirley, a petite black woman who doesn't look her 31 years, is an ABE student at the library project center. Shirley is intelligent and alert, as well as ambitious. A divorcee with five children, Shirley is quite concerned about finding a good job for herself and about helping her children prepare for their futures.

As an aide at the library center, I have helped Shirley find books and materials that might help her toward her goals. We found material for her on one of her goals, to have a small business at home, and he has been investigating that possibility.

Shirley told me that the books have been a great help in raising her children and being head of the household. She feels strongly that she must read to encourage her children to read. Since her children are doing well in school, she is also interested in continuing her education as an example to them. She wants very much to expose her children to a healthy and rewarding environment, and has obtained information from the library on learning experiences for children.

She has checked out and read books on banking, saving money, insurance, and shopping which she says have helped her manage her family's small budget.

Case Study 4: Leisure

Gladys is a 56 year old alcoholic who spends most of her time at the Birmingham City Jail. In the past 25 years, Gladys has been incarcerated 600 times for drunkenness and prostitution.

When she was young, Gladys had married a much older, wealthy man, who died shortly after the wedding. His family offered to give Gladys money over her lifetime or in a lump sum, Gladys chose the latter, and the money was quickly gone. People who know her say that when she was young, she was very attractive and very much a party girl, but when the money was gone and she was alone, she become a prostitute and an alcoholic. Although the Rehabilitation Center has tried to help her, they have failed.

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When the library staff enter the jail cell, Gladys is the first one to approach us—her glasses on and her arms full of books. She gets angry when the other inmates start choosing the books before she has a chance to pick the good ones. She averages reading a book a day. Gladys loves to read, she reads many kinds of books, but her favorites are mysteries and love stories. She has also done quite a lot of reading in coping skill areas. The books obviously make Gladys' frequent jail visits a little more pleasurable and educational. She refuses books on alcoholism.

Case Study 5: Jobs: Finding a Job, Holding a Job; Children: Adolescence

Ola Mae is 46, married and has six children four of whom are teenagers. She completed the 7th grade but had to quit school to help around the farm. The major part of her working has been as a waitress, but she would like to change jobs, and has read the library's selections on finding and coping with various kinds of employment.

She had not read any books prior to the project, nor had she been in a library. She now has a library card and visits the library frequently. She seems to enjoy just coming in and looking at the books on the shelves, and is fascinated by the card catalog. "You can find anything in here," she said. She read *Between Parent and Teenager*, and felt that she should have had this book years ago, because she learned from it more about her teenage children and began to understand them better. She attended most of the library's speakers' programs, and said that she learned much from the speaker whose topic was "Sex and Sex Information."

Case Study 6: Leisure: Hobbies; Transportation: Cars

Eddie is an interesting 18-year old who loves everything about automobiles, hot rods, and racing. He came into the project library almost every night to see what we had new in his field, and to tell us about the progress he was making in rebuilding his '58 Chevy. Having dropped out of school in the tenth grade, Eddie said that he did not care much for reading, but I observed that he always looked at everything we had on cars. He even suggested some books that we should acquire in this area. Eddie was thrilled with them, and came back several times later to say how helpful they were in his project of rebuilding his car.

After this experience, he began using his library card more often and has been reading materials on other subjects.

Case Study 7: Relating to Others: Communication, Getting Along with Others; Self: Changing Yourself, Personal Adjustment, Personal Problem Solving, Self Understanding

Linda, a white teacher coordinator for the library project, was assigned to three centers as a team partner with another staff member. For a while, there were problems with her and her team-mate. Although Linda is full of creative ideas, she could not seem to express them without insulting her co-worker, and arguments between them were frequent. After the argument, Linda always felt very depressed and thought that she could never do anything right.

I encouraged her to read some books in the library on self-understanding and relating to other people. She checked out many, including *I'm OK, You're OK, Positive Thinking, Human Relations*, and *Social Adjustment*. In addition, she joined two group therapy courses.

Both the bibliotherapy and group therapy has helped. She has gained confidence in herself, is able to adjust in different situations, able to express negative feelings without causing arguments, is able to control her emotions more effectively, and seems more understanding of other people. And she has established the library habit, so that when a problem arises, she finds and reads materials that deal with that problem and with suggested ways of solving it.

Case Study 8: Leisure; Self: Church, Self Esteem

Mrs. S. is an elderly black lady, an ABE student at the library project center. She lives with her sister—they both live on social security alone—at the high rise for senior citizens. Mrs. S's only preoccupation is her church, and she has always wanted to be a leader in the church or the Sunday School. But because the church literature was always beyond her reading level, she was always denied a leadership position. The ABE-Library project gave Mrs. S. access to easily comprehensible religious materials, which she began using at her church and Sunday School meetings. She began taking a more active part in planning and giving programs, and was recently

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elected Chairperson of her Sunday School. She said that this was the proudest day of her life, and that the project materials had made it possible for her.

Case Study 9: Education: Programs for Adults

Mr. B., a 55-year old black man, is a truck driver who attends the ABE/Library project classes whenever he is in town. When Mr. B. first enrolled in the class, he was interested only in improving his reading and writing using only his classroom workbooks. After the center was given permission to purchase instructional materials for adult basic students, he checked out several of the easier ones, which he said helped him master reading, writing, and math skills more quickly. Several months later he came into class full of enthusiasm—he had written his first letter to his mother.

Case Study 10: Education: Locating Information, Programs for Adults; Community: Keeping Informed

Ray, a Viet Nam veteran, is married, 36 years old, and has three children. He quit school in the 10th grade to help the family earn money. Ray is the library project's most active current event reader. He also feels that the library's materials have helped him make A's in his ABE classes. His vocabulary has improved tremendously, and he has learned to use reference indices, read maps, and use the card catalog.

Case Study 11: Education: Career Planning; Self: Meaning of Life

Mike, twenty, is one of the young men who visit the library from the Correctional Center. Mike is very quiet but alert and intelligent, and is adamant in his search for knowledge and for materials to get that knowledge.

Mike is interested in psychology and theology, and wants to know how they are related. Mike says he is displeased with American society, that we put emphasis on the wrong things, and care too much for material things. Mike thinks that Americans are selfish, bullheaded, and prejudiced, and therefore unable to communicate and love each other. He thinks everyone should read more, that reading will help us to understand ourselves and each other better. Mike wants to share his beliefs with others, and is very serious about his reading, which he thinks will help him to more intelligently communicate his beliefs. After he finishes his sentence, he wants to go to college, to go deeper into his personal philosophy, and to prepare for his future. The books, he says, have broadened his own insights into the world and into people, and have strengthened his ambitions and his beliefs in peace and love.

Case Study 12: Leisure: Hobbies; Self: Ethnic Studies; Family: Home Management; Children

Mrs. S. attended school for ten years, then dropped out to marry and start a family. She is the mother of ten children. Her hobbies are working with vacation Bible schools, Bible classes, ceramic work, and reading to children in her community. This school year, Mrs. S. has checked out 44 books through the ABE/Library program—Bible stories, religious materials, books on black history and culture, and cook books. I asked her how she felt about the library program. "The library helps me a great deal in my reading, pronouncing, and spelling, and gives me courage to read in church and Sunday School and to the children and everyday. It really opened my eyes to face people more than I had. I am happy I met this library system."

Case Study 13: Education: Programs for Adults; Health: Drug Abuse; Self: Ethnic Studies

Mr. N. is 32 years old and single. He dropped out of high school in the tenth grade, and is now employed as a nursing assistant at a local hospital. He comes to ABE because he wants a high school equivalency diploma. He says the material that he has checked out from the ABE/Library has helped him in his study of math and English, and that the material on drugs has helped him to understand the drug problem and problems that develop through the use of drugs. He has read several books on black culture and appears to want to better understand himself and the world.

Case Study 14: Family; Health Advocacy: Legal Aid; Relating to Others

Barbara is a seventeen year old who seems to crave love and attention but doesn't know exactly how to get it. She has no friends in her peer group,

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and often talks about instances of not getting along with people.

She has checked out many books from our library project on many varied subjects--mysteries, sewing, homemaking, crafts, art, drugs, and fiction. But she usually told me a lot about each subject before taking the books. Only recently did she begin to ask for information which she needed for more knowledge about herself--family life, sex, health, and getting along with people.

Having attended all of the programs in the project library series this year, Barbara's favorites were those presented by a representative form the Legal Aid Society, a gynecologist (who spoke on attitudes toward sex), and a policeman, who spoke on drugs. Barbara said that from the information which she received from the Legal Aid Society, she was able to get several questions answered which were very important to her.

Barbara seems to have found a warm, friendly, safe place to "hang out" in the project library. She comes each evening. On several occasions, she has been seen at the public library. She said she started going there often after her first visit with her ABE class.

Case Study 15: Jobs: Assessing Your Own Skills, Talents, and Interests; Leisure: Hobbies

Carl loves animals, and his favorite reading is animal stories. I asked him why: "I think they are interesting to learn about and find out their ways. This way I learn how to draw them. Been drawing ever since I was in the third or fourth grade. The art books have learned me how to draw better. I want to show my art in a museum. If I'm not in the mood, I can't draw. I feel real good when I draw something right. After you finish drawing something right, it feels real to you. I'm happier when I'm drawing than any other time. I never been able to read well, reading better now. Can't always remember what I read, but the more I read the more I find out."

Carl is a slow reader, but is always reading something. He has read all our easy reading books on animals and on art.

Case Study 16: Family: Home Management

Mrs. R., a black middle aged lady, has been in ABE for three years, and says that, since the library project began, she has finally gotten in a program that is really helpful to her. She had never done much reading before, but started going to the library and checking out pamphlets about household items, housework, and meal planning. She said that now she has more time to help her children and to spend with her husband because of the information she received through the ABE/library project materials.

Case Study 17: Self: Ethnic Studies; Education

Willie is 22 years old and has been in ABE for seven months. He works the night shift at a pipe factory and is a practicing minister in his spare time. Willie is very dedicated to bettering himself and believes that books have really motivated him in his work.

When Willie first came to ABE classes, he had a lot of trouble with his work. He couldn't subtract, for example, and knew very little about grammar. But he had a tremendous vocabulary and could articulate abstract ideas easily.

Even in the beginning, Willie was eager to read everything he could get his hands on. He was especially interested in biographies of famous blacks--George Washington Carver, Wilt Chamberlain, and Malcolm X--and could tell all about the book in great detail when he had finished it. He also read many books on Martin Luther King, Jr., whom he had known personally and respected greatly. He was interested in Malcolm X, because he, like Willie, had taught himself without much formal education.

Willie's strong ambitions have been stimulated by the books he has read this year. He has decided that he can and must go to college, and is using books to help him prepare for this, as well as to enrich his life now. He often verbalizes his enthusiasm and love for books.

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Case Study 18: Self: Ethnic Studies; Health: Drug Abuse; Children: Child Development, Child Health Care, Child Rearing, Raising Children Alone; Family: Divorces and Separations, Marriage Roles, Sexual Relations, Unwed Parents; Jobs

Cleo, 18 years old, is single and has two children. She had dropped out of high school in the ninth grade because she was pregnant, and has attended adult classes for three years. Before the Library/ABE project, however, her reading materials consisted of magazines like *Jet, Ebony, Black Stars,* and *Tan,* but since the project, her selections have expanded and varied.

Cleo thinks the library is something we should have had a long time ago, because she says it is interesting, and that most people do not stop to read. Since the books were available it seemed to make reading easy, she said, and helped her to learn more on her own. As a result of the project, she has learned a lot of things she did not know before. She was particularly touched by the book *Jubilee,* a story of slavery.

She told us that she had also learned a lot from her readings about medicine and drugs, about how to care for her young children, and about jobs. The library speaker, a marriage counselor, helped her, she said, to have more positive attitudes about getting married again, and made her less guilty about her divorce.

Case Study 19: Self: Self Esteem; Leisure: Handicrafts

Mrs. M. is a forty-year old widow who dropped out of school in the eighth grade because of family hardship. Early in the ABE semester, Mrs. M. displayed an extreme lack of self-confidence. She later explained that her visits to the public library, the bookmobile visits, and the concern shown by the personnel in these activities helped her overcome this handicap.

Mrs. M. was especially interested in sewing and crocheting. She studied many books selected from the bookmobile and presented her teacher with one of the most beautiful shawls any member of the class had ever seen. The class praised her highly on her newly-acquired skills. The praise was a great boost to her morale.

Case Study 20: Family: Home Management, Decorating, House Cleaning

Patty is a very shy girl, only 16 years old. She came to the ABE/Library project for several weeks and didn't have anything to say. When we finally encouraged her to talk to us, she told us she was getting married. She called later to ask us to save the county newspaper for her—she wanted to see her name in the marriage license applications. Then she came in, wanting to know how to make a meatloaf for her new husband. She started checking out cookbooks, decorating books, and sewing books. She doesn't act shy when she visits the library anymore and is very happy about the things she is learning to do as a housewife.

Case Study 21: Relating to Others: Communication; Self: Self Esteem

A Spanish-speaking girl from Mexico City, Maria came to the United States as a tourist and met and married her husband, a U.S. native. She is here on visa but eventually wants to get her citizenship. Maria is enrolled in ABE to learn to speak and read English better. Having been in this country only one year—she did not know any English when she came—Maria is still very shy about going out in public, and has become very dependent on the library project staff for her sources of information and referral.

At first she would not go to the public library alone, but after a project staff member went with her several times, she began to go by herself. After her first trip alone, she came by to tell us about it and show us the books she had gotten. As a result of the friendship shown her, Maria has gained confidence in herself as a person and as a member of the new community. On the last night of ABE class, Maria came into the library to thank the staff for helping her and for the confidence they showed in her. She said that if she ever really learned English, she would have the library/ABE project staff to thank.

Case Study 22: Leisure: Astrology, Recreation

Mr. H. is a 55-year old white man who comes to the ABE/Library Center on his motorcycle. Mr. H's thing is fishing, so he was happy to get the fishing books we ordered for him on his reading level (7th grade). He has also recently gotten into astronomy and has read several easy-reading books on the planets.

Case Study 28: Self: Church, Self Esteem

Mr. P. is a 40 year old black man who is a learner in the morning class at the ABE/Library Center. For a time, Mr. P. was only interested in improving his reading and writing, and was not interested in any library materials. I introduced him to the easy-reading Bible stories, which he learned to read himself and then read to his Sunday School class. He was very proud to be able to find something that he was interested in and could read.

Case Study 29: Self: Self Esteem; Education: Programs for Adults

Judy S. is 42 years old. She lives alone in the "Central City" housing project near the ABE/Library Center and attends the morning class there. Because she is a polio victim confined to a wheelchair, the ABE teachers found that she was very unsure of herself in class, was difficult to motivate, and seemed to be making little progress. About a month ago, Judy checked out the New Readers Press book *David: From Shepherd Boy to King.* Because of her love for this Bible story, Judy became determined to learn to read this book on her own. She began bringing the book to class and working on individual chapters, learning the words she didn't know and taking the book home to re-read the chapters which she had mastered. After completing this book, she took out *Ruth A Great Love Story*, and began working on it. These books gave Judy a short term goal that she could work for in class, and the positive feedback she needed. Now she is not only determined to learn to read all the Bible stories, but other kinds of books as well.

Case Study 30: Self: Ethnic Studies, ESP; Health: Home Remedies, Medicinal Herbs

Steve is a 16 year old ABE student who, in the course of the Library/ABE project, has already gotten "hooked on books." He is interested in many things. He says he has experienced unusual happenings, and has read all the library's materials on the occult and psychic phenomena to try to understand these occurrences.

Steve lives with his mother in a cabin in the woods, and is involved in his own study of plants, using materials from the library. He is particularly interested in medicinal herbs, and says he is learning to identify them as they grow near his house.

Steve's mother is Cherokee Indian, and Steve has read and shared with her the library materials on Indian history and culture.

I find myself constantly looking for books in other areas that might interest Steve. He is always excited about a new subject, a new author, or a new idea.

Case Study 31: Children: Child Rearing; Self: Self Esteem, Self Understanding

Elaine, black and 30 years old, was until recently only interested in books on romance and sex. But when she discovered the library's collection of children's books and books about raising children, she read them, and said they had really helped her with her "kids." She also told us that since she has been in the Library project, she hasn't been so shy any more. She really liked the library's speaker on "Human Relations," which she said had helped her understand herself better.

Case Study 32: Education; Self: Ethnic Studies, Self Understanding; Leisure: Cultural Activities, Handicrafts; Family: Home Management

Helen is a very smart young lady of 32, who passed her GED, and took nurse's training in the WAC's. She has continued to take adult education courses and to study. Helen was distressed that this library project may not return next year. She said that she had thoroughly enjoyed all the lectures, and that she had always enjoyed reading but had not done much reading in several years because books were not available to her. During the project, however, she has read many things, on art, music, psychology, crafts, homemaking, and black studies. As a result of the project, Helen says that she plans to use her library card more in the future.

Case Study 33: Self: Ethnic Studies; Jobs

Richard is black, 23, and is currently a patient at the State Mental Hospital, where he is enrolled in

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adult education. When the Library/ABE project began, Richard was not interested in anything except black history, but after reading the library's selections in that area, he began reading materials on a variety of subjects. Richard was suspended from his ABE class for misconduct, but he has continued to use the library frequently. He wants to be a carpenter, and has checked out all the library's books on carpentry. He has commented several times that the library project has provided for him a variety of easy readers on subjects that he is interested in.

Case Study 34: Health: Drug Abuse; Education; Leisure

Johnny is a young hippie type, who, in the beginning of the ABE/Library project, only read materials on drugs and on modern political thought. After using the library regularly for several months, however, his interests broadened to include history, fiction, and modern poetry. He has commented, on more than one occasion, about how much he has learned in his readings from the library.

Case Study 35: Education; Leisure

Rosa is a 19 year old black female who is currently enrolled in adult education. Even before the Library/ABE project, she was an active user of the library, but was only interested in romance and sex novels. During the course of the project, she became more interested in other subjects, checking out 4 or 5 books each day.

Case Study 36: Community: Keeping Informed; Relating to Others: Communication; Education: Programs for Adults; Self: Self Esteem

Mrs. R. is a black 37-year old who enrolled in ABE to learn to read newspapers, magazines, and books so she could join in conversations on current events and many other topics she felt uncomfortable with. Although she had been in ABE for some time, she was never satisfied with her reading speed or with the kind of information she was getting. With the advent of the project, she began regularly checking out books and other materials on a variety of subjects, and stated herself not long ago that she is now able to converse on more different subjects and is able to express herself much better than she ever has before.

Case Study 37: Health: Handicapped, Mental and Physical; Jobs: Career Planning

Rose is an adult student whose husband has been disabled since 1967. She has checked out and read many books on the psychological and physical care of the handicapped, which she says have not only helped her to understand and take better care of her husband, but have encouraged her to enroll in a training program in the care of the handicapped.

Case Study 38: Children: Babysitting

Mrs. K., a white lady in her sixties, keeps her two grandchildren, ages 6 and 8, while her daughter works. Mrs. K., who is trying to improve her reading in ABE classes, says that although she loves keeping the children—that it makes her feel useful—she never knew quite what to do with them. Because she is crippled, she cannot take them out to play, and they get very bored in their small apartment. When the ABE/Library project staff discovered Mrs. K. and her problem, they began delivering books to her through the bookmobile. Mrs. K. reads on a seventh grade level, so she could easily read to the grandchildren the children's books they liked. Mrs. K. told us that she reads to them every afternoon, that they are much happier staying with her, and that they are becoming increasingly interested in reading.

Case Study 39: Jobs; Transportation: Car Repair

Mr. J. is a middle-aged man who, even with a full-time job, has trouble providing for his wife and six children. He enrolled in adult education classes, but never used the library because he was convinced there was nothing there for him. But when Mr. J. expressed an interest in auto mechanics, the library staff purchased several books on auto repair which Mr. J. checked out and read enthusiastically. Before long, he was able to supplement his family income by doing car repairs for himself and for other people.

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Case Study 40: Education

Mrs. P., a black female in her late forties, has done domestic work all her life. She had checked out only a few books, returning them with little comment, when I suggested she try *Meet Andrew Jackson,* an easy reader with large bold print and many sketches. When I saw her two weeks later, she was all excited about the book, and could talk of nothing else but how hard Andrew Jackson had worked to study and learn. She asked if she could keep it a little longer so she could finish reading it a second time. When I saw her again, she was still carrying the book and still talking about Andrew Jackson. She seemed so attached to this book that I suggested she might keep it for her own. "Lord yes, honey, I really would like to keep Old Andy. He was so smart and worked so hard."

Case Study 41: Leisure: Handicrafts; Education

Brenda is a twenty-two year old only child whose parents are both alcoholics. Her father is always cruel after drinking, and is now ill and should not drink at all.

After an early, unsuccessful marriage, Brenda is trying to succeed for herself and her 18 month old boy. Brenda's mother keeps him while Brenda works as a waitress and attends ABE.

Brenda said that she enjoyed the needlecraft books particularly because she likes to crochet and knit for relaxation when she has free time. She was pleased with the patterns of the *Good Housekeeping Needlecraft* books which we obtained especially for her. Her other reading interests include mysteries and light romances.

Because of the extra reports and study which she was able to do in the project library, Brenda made better grades in her ABE courses last semester.

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LIFE COPING SKILLS

Categories and Sub-categories

11th REVISION

March, 1974

AGING
- Aging Process
  - Emotionally
  - Mentally
  - Physiologically
- Care of the Aged in the Home
- Death
- Funerals
- Nursing Homes & Rest Homes
- Programs, Organizations, & Agencies for the Aging
- Retirement
  - Activities & Recreation
  - Benefits
  - Education
  - Employment (See also: Jobs: Occupational Information)
  - Housing
  - Planning
- Wills

CHILDREN
- Adolescence
- Adoption
- Babysitting
- Breast & Bottle Feeding
- Child Abuse
- Child Development
- Child Health Care (See also: Health: Disease Information) (See also: Health: How to Select and Obtain Health Services)
- Child Rearing
- Development of Verbal Skills
- Discipline
- Drop-out Prevention
- Emotional Problems in Children (See Also: Health: Mental Health) (See also. Family: Conflict) (See also: Family: Crisis)
- Foster Care
- Gifted Children
- Playing With Your Children
- Premature Babies
- Raising Children Alone
- Retarded Children (See also: Health: Retardation Prevention) (See also: Health: Prenatal Care)
- Selection of Child Care Facilities
- Sex Education (See also: Family: Sexual Relations)
- Success & Failure in School
- Teaching Children to Handle Emergencies (See also: Home: Safety Planning)

COMMUNITY
- Censorship
- Citizenship: Naturalization
- Citizen's Responsibilities
  - Community Projects
  - Jury Duty
  - Public Office
  - Social Action
  - Voting, Vote Buying
- Community Hazards
- Community Organizations, Resources and Services
  - Child Services
  - Employment
  - Fire
  - Licensing Bureaus
  - Police
  - Public Health
  - Public Library Services
  - Referral Services
  - Schools
  - Volunteers
  - Welfare (See also: Money Management: Food Stamps)
- Dealing With Police
- Emergency Services
  - Disaster Action
  - Red Cross
  - Salvation Army
  - Telephone Hot Lines
- Ethnic Centers & Groups
- Government: Local, State, National
- How to Participate in & Use the Democratic Process
- Juvenile Delinquency
- Keeping Informed: Media, TV, Radio, Newspapers, Magazines
- Military Service
- Parliamentary Procedures
- Re-entry from Institutions
  - Corrections

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- Sanatoria
- Veterans

Social Problems of the Community
- Busing
- Crime
- Environment, Ecology (See also Health: Pollution)
- Street Safety
- Zoning

Street Gangs

EDUCATION

Educational Institutions
- Colleges & Universities
- Community Colleges
- Vocational & Technical

How to Apply to Educational Institutions
How to Study
How to Take a Test
Locating Information
Self Education
- Education Credit for Experience
- Educational Loans, Scholarships, & Assistance Programs
- Educational Programs for Adults
- GED, High School Equivalency Diploma

FAMILY

Brothers & Sisters: Sibling Relationships
Common Law Marriages
Divorces & Separations
Extended Family: Cousins, Uncles, Grandparents, etc.
Family Conflict (See also Children: Emotional Problems in Children)
Family Crisis (See also: Aging: Death)
Identifying Strengths and Weaknesses in the Family
In-Laws
Marriage Roles
Sexual Relations
Unwed Parents

FREE TIME

Astrology
Cultural Activities: Music, Performing Arts, etc.
Dancing
Fortune Telling
Gambling
Games
Handicrafts
Hobbies
Parks
Pets
Recreation
- Indoor
- Outdoor: Camping, Fishing, Hunting, Swimming, etc.

Sewing
Sports
TV-Radio-Movies
Using Free Time Effectively
Vacations

HEALTH

Alcoholism
Birth & Genetic Defects
Childbirth, Labor, Midwifery
Chronic Diseases
- Arthritis
- Cancer
- Diabetes
- Heart
- Hypertension
- Respiratory

Dental Care
Disease Information (See also: Health: Chronic Diseases)
Disease Prevention
- Cancer (See also: Health: Smoking)
- Heart Disease
- Immunization, Innoculation
- Respiratory Disease

Drug Abuse
Exercise
Faith Healing
Family Planning
- Abortion
- Birth Control
- Fertilization and Sterility
- Sterilization

First Aid
Generic Drugs & Laws
Handicapped, Mental & Physical
Health Costs
- Doctors
- Hospital
- Medicaid
- Medicare

Home Health Care
Home Remedies, Medicinal Herbs
How to Select & Obtain Medical Services
- Dental
- Doctors
- Emergency
- Hospitals
- Medical Clinics (See also: Community: Community Organizations, Resources & Services: Public Health)
- Mental

How to Talk with a Doctor

- Insect & Pest Control (See also: Health: Sanitation)
- Menopause
- Mental Health (See also: Children: Emotional Problems in Children)
- Nutrition
- Patent Medicines: Over the Counter Medicines
- Personal Hygiene (See also: Understanding Self & Others: Personal Care & Grooming)
- Physiology & Anatomy (See also: Health: Preserving Your Health)
- Physiology of Lifting
  - Back Problems
  - Hernias
- Pollution (See also: Community: Social Problems of the Community, Environment, Ecology)
- Prenatal Care (See also: Children: Premature Babies)
- Prescriptions
- Preserving Your Health
  - General
  - Hearing
  - Sight
- Quackery
- Rehabilitation
- Retardation Prevention (See also: Children: Retarded Children)
- Sanitation (See also: Community: Community Hazards)
- Smoking
- Venereal Diseases
- Weight Problems
  - Diets
  - Overweight
  - Underweight
  - Weight-Watching Plans
- What to Expect at the Hospital

HOME

- Buying & Selling
- Decorating
- Furnishings (See also: Money Management: Comparison Buying: Furniture & Accessories)
- Home Building
- Home Gardening: Flowers & Vegetables
- Home Management
  - Care of Clothing
  - Food Preparation: Canning, Freezing, Cooking
  - House Cleaning
- Maintenance & Repairs
- Owner's Liabilities & Responsibilities
- Remodeling
- Renting
- Safety Planning
  - Fires (See also: Money Management: Insurance: Fire)
  - Home Accidents, Poisons, etc.
  - Tornadoes (See also: Community: Emergency Services)
- Trailers
- Utilities

JOBS

- Agricultural Jobs
  - Cooperatives
  - Farming
  - Land Use
  - Sharecropping, Tenant Farming
  - Woodland Management
- Application Forms
- Applying for a Job
- Assessing Your Own Skills, Talents, and Interests
- Career Planning
- Civil Service Information
- Distinguishing Between Good & Bad Jobs: Facilities, Fringe Benefits, Hours, Wages
- Employee's Responsibilities
- Employer's Responsibilities
- Employment Agencies
- Finding a Job (See also: Jobs: Occupation Information) (See also: Jobs: Career Planning)
- Holding a Job (See also: Understanding Self & Others: Getting Along with Others)
- Job Discrimination (See also: Understanding Self & Others: Dealing with Discrimination) (See also: Legal Rights: Civil Rights)
- Job Safety
- Losing a Job (See also: Jobs: Unemployment)
- Occupational Information
- Seasonal Jobs
- Training & Re-training Programs (See also: Education: Educational Institutions)
- Unemployment
- Unions
- Upgrading on the Job (See also: Jobs: Holding a Job)
- Working Women
- Workmen's Compensation

LEGAL RIGHTS

- Arrests
- Civil Rights
  - Bill of Rights
  - Civil Rights Movement
  - Legal Rights Under the Law
  - General
- Legal Aid

MONEY MANAGEMENT

- Advertising
- Auctions
- Banks & Banking
  - Checking
  - Savings

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- Budgeting
- Buying Guides
- Car Buying: New and Used
- Charge Accounts
- Comparison Buying: Values in Purchasing
  - Appliances
  - Clothing (See also: Home: Home Management: Care of Clothing)
  - Drugs
  - Food
  - Furnishings and Accessories
- Consumer Magazines
- Consumer Rights: Gypping
- Counterfeits
- Credit Bureaus
- Credit Cards
- Credit Unions
- Discount Store Buying
- Farm Equipment Purchases
- Food Stamps (See also: Community: Community Organization, Resources, Services: Welfare)
- Fraud
- Garnishments
- Income Tax
  - City
  - Federal
  - Local
  - State
- Installment Buying
- Insurance
  - Burial Insurance
  - Disability Insurance
  - Fire Insurance
  - Health Insurance
  - Home Owners Insurance
  - Life Insurance
  - Motor Vehicles Insurance
  - Private Pension Plans
- Interest Rates
- Investing Money
- Land Buying & Selling
- Loans: Borrowing Money
  - Easy Credit
  - FHA Loans
  - Loan Companies
- Mail Order Catalog Buying
- Rebates
- Retail Processes
- Sales Tax
- Social Security
- Warranties & Guarantees

MOVING

- Adjustment to the Neighborhood
- Church
- Employment (See also: Jobs: Finding a Job)
- Establishing Credit
- Food Shopping
- Housing
- Moving, Expenses, Methods
- Schools

RELIGION

- Churches
- Denominations & Sects
- Personal Beliefs

TRANSPORTATION

- Defensive Driving
- Driver's Licenses (See also: Community: Organizations, Resources, & Services: Licensing Bureaus)
- Highway Safety
- Maps
- Overnight Accommodations
- Routing
- Stations
- Types of Transporations: Comparisons, Convenience, Fares, Repairs, General Information
  - Air
  - Bicycles
  - Boats
  - Buses
  - Cars
  - Motorcycles
  - Trains

UNDERSTANDING SELF AND OTHERS

- Attitudes
- Changing Yourself
- Communication
  - Correct Speech Usage
  - Giving Directions
  - Listening
  - Public Speaking
  - Taking Directions
  - Use of Telephones
  - Writing Letters, Reports, etc.
- Cultural Studies
- Decision Making
- Describing Feelings
- ESP
- Entertaining
- Ethnic Studies
- Friendship
- Getting Along with Others, Interpersonal Relationships
  - Accepting Help
  - Dealing with Conflict
  - Dealing with Criticism
  - Dealing with Discrimination
  - Dealing with Unwanted Advances

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- Fighting Fairly
- Getting Acquainted
- Helping Others
- Meeting People
- Working with Others

Goal Setting, Planning and Achievement
Handling Intimacy
Living Alone
Love
Manners and Etiquette
Neighbors
Personal Adjustment
Personal Care and Grooming (See also: Health: Personal Hygiene)
Personal Ethics, Values, Morals, Standards
Personal Problem Solving
Respecting the Ideas and Beliefs of Others
Self-esteem
Self Evaluation
Self Understanding
Sensitivity to Yourself and Others
Sexual Relations (See also: Family: Sexual Relations)
Sportsmanship
Suicide
Superstition
Understanding What Makes Me the Way I Am: Heredity & Environment
Women's Liberation Movement (See also: Jobs: Working Women)

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Appalachian Adult Education Center
Bureau for Research and Development
Morehead State University, UPO 1353
Morehead, Kentucky 40351
(606) 784-9229 (606) 783-3111

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